1-1-1973

A case study : implementation of a plan for educational reform in the Washington, D.C. public school system: the Clark Plan.

Ralph C. Jenkins
University of Massachusetts Amherst

A CASE STUDY: IMPLEMENTATION OF A PLAN FOR EDUCATIONAL REFORM IN THE WASHINGTON,D.C. PUBLIC SCHOOL SYSTEM -- THE CLARK PLAN

A Dissertation Presented

By

Ralph Cornell Jenkins

Submitted to Graduate School of the
University of Massachusetts
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Major Subject: Education

January 1973

To all peoples

who aspire for change...

A CASE STUDY: IMPLEMENTATION OF A PLAN FOR EDUCATIONAL REFORM IN THE WASHINGTON, D.C. PUBLIC SCHOOL SYSTEM -- THE CLARK PLAN

A Dissertation Presented

By

Ralph C. Jenkins

Approved as to style and content by:

(Chairman of Committee)

(Head of Department)

(Member)

(Member)

(Member)

January 1973

TABLE OF CONTENTS

ABSTRACT OF THE DISSERTATION

A Case Study: Implementation of A Plan for Educational Reform in the Washington, D.C. Public School System -- The Clark Plan (January 1973)

By

Ralph C. Jenkins

This study provides an overview of four of the major attempts at educational reform in the Washington, D.C. Public Schools. These four attempts were: The Strayer Report, 1948; The Passow Study, 1967; The Model School Division, 1964; and the Anacostia Project, 1968. The fates of each of these reform attempts were predetermined, in that each was compromised by the system's inability to provide adequate fiscal, organizational, and administrative responses.

The central purpose of this study was to document and analyze a four-week Leadership Management and Skills Development Institute that was to be the major thrust at responding to the Clark Plan. The Clark Plan -- The Design for the Attainment of High Academic Achievement for the Students of the Public Elementary and Junior High Schools of Washington, D.C. -- was a plan that was brought and adopted by the Washington, D.C. Public School's Board of Education on July 13, 1970. Much dissension was caused by the manner in which the Board behaved in this case.

The overall design of the plan was presented in terms of requisites. These requisites addressed themselves to each of the following components:

-curriculum

-educational personnel (teachers, supervisors, administrators, counselors, educational aides, and

tutors)

-parents

-students

-administrative and organizational structure

-quality, atmosphere, and human climate, perspective and philosophy of the school, and educational system of which it is a part.

The requisites, thirty-six in all, according to Clark, were the necessary ingredients for the success of the advocated plan. And so, despite the conditions generated by the manner in which the plan was adopted, the D.C. School System set about the task of implementing the plan.

One of the major problems in implementing the plan was how to communicate, interpret, clarify, and disseminate documents, policies, tasks, and philosophies to all components of the system. A Communications Model was designed and implemented during the months of November and December of 1970. This mechanism for communicating the above was in two parts -- Cycle I and Cycle II.

The Cycles were designed to:

--Provide an atmosphere and situation in which the elementary and junior high school principals could communicate with each other.

--Identify personnel, materials, space, and community and college resources that would be essential to the implementation of the A.A.P.

--Identify common problems that may inhibit the execution of the A.A.P.

--Work through these problems as a group.

--Communicate to all concerned the goals of A.A.P.

--Begin the reestablishment of specific role expectations.

--Develop a master strategy for implementation of A.A.P. in individual buildings. (Each principal was to bring a completed form,

School Inventory for the Academic Achievement Project. (See Appendix .))

As a result of the principals' interaction during the cycles, the following goals were set:

--Principals will set up grade-level groups to study the minimum floors in reading and mathematics.

--Principals will provide opportunities for teachers to update their materials and methods of instruction in order to meet the specific objectives of the A.A.P.

--Principals will provide teachers with diagnostic techniques in reading and mathematics.

--Principals will provide staff with opportunity for sharing techniques and experiences, focusing on demonstrations and assistance from the stronger teachers to the teachers who need and ask for help.

--Principals will devote the major part of staff meetings to in-service training in the teaching of reading and mathematics.

--Principals will secure and use competent parents and community people as resource persons, tutors, and volunteer teacher assistants.

--Principals will schedule and maintain a master plan for all school activities and programs.

--Principals will organize the reading and mathematics mobilization teams to help teachers make reading and mathematics games and other kinds of independent materials.

--Principals will maintain high expectations of teachers through frequent diagnostic assessments of pupil performance.

--Principals will encourage posting of evaluation charts and graphs in classrooms.

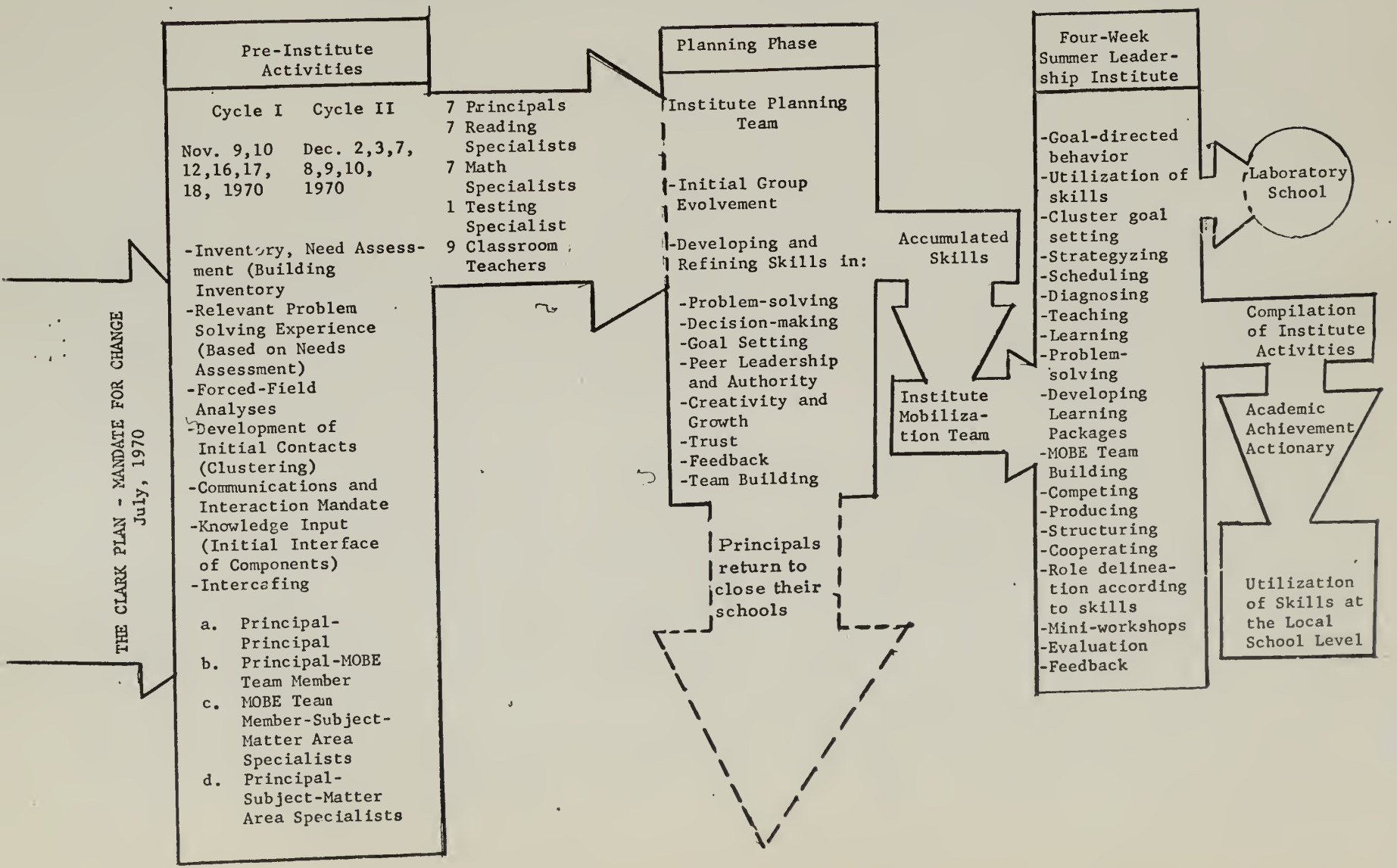
--Principals will insist that each teacher have a specific plan of pupil assessment.

--Principals will visit classrooms on a regular basis to offer support.

Based on the principals' response to the Clark Plan during the cycles, the objectives of the Summer Leadership Training Institute were established and carried out. An analysis of the various feedback instruments revealed that all but one of the goals set forth were accomplished.

This Summer Institute represented just one aspect of a series of phases that led up to a year of planned implementation of the plan by the 286 Institute participants. The following Implementation Strategy for Moving Coercive Change Toward Participative Change was the resulting model developed from the study.

IMPLEMENTATION STRATEGY FOR MOVING COERCIVE CHANGE TOWARDS PARTICIPATIVE CHANGE



CHAPTER I

Introduction

Much has been written, and even more has been verbalized about the dire need for change in public schools. The critics have written and spoken of the need for comprehensive, affective, cognitive, and methodological reversals in the public schools of America. The criticisms of the schools continue to range from "too black" to "too white" Clark, (pp. 71-86) from "too rigid" to "too laissez-faire" Holt, (pp. 49-53); from "too goal-oriented" to "non-directed" Hall (pp. 556-557); from "too tracked" to "too heterogenous;" Ciampa (p. 82) from "milk-crated" to "open" Andreas (pp. 8-11). Many of these expressions have become cliches. This topic has been most effectively treated by Johnson thusly:

> Journals, yearbooks, statistical abstracts, conference summaries and Congressional hearings abound. Smug formula books that promise facile salvation from the real or imagined ills of formal education bristle from the library shelves. Johnson (p. 7)

An atmosphere of controversy continues to pervade public school education. Leaders on every level of American society from the Presidency through the local Parent-Teacher Association have concurred in an outcry for educational reform. The professional leaders charged with day-to-day operations and maintenance of the schools (administrators, custodians and faculties) have added their decrial to the diatribes of laymen.

One of the basic aspects of the problem regarding reform in public school education can immediately be seen as one looks at school men who are in leadership roles. Blanchard and Hersey define the successful organization as that which "has one major attribute that sets it apart from unsuccessful organizations: Dynamic and effective leadership." Hersey and

Blanchard (pp. 68-69) Blanchard and Hersey also wrote about the insufficient supply of leadership that is common in every organization. These authors hasten to add that:

> . . . we are not talking about a lack of people to fill administrative or executive positions; we have plenty of administrative 'bodies." What we are agonizing over is a scarcity of people who are willing to assume significant leadership roles in our society and can get the job done. Hersey and Blanchard (p. 67)

The realities of the hierarchical system combined with the dearth of effective leadership condemn the schools, as they exist, to ineffectiveness. This ineffectiveness can either be prevented or facilitated by the principal who is the key agent in promoting or retarding quality education. The principal's proximity to the actual teaching-learning process necessitates a more viable relationship to those components within the individual school. Thusly, he must be both proactive and reactive. Bentzen states that everyone "has some ideas about what the principal should do and should not do and everyone communicates these expectations to the principal either directly or indirectly." (p. 69)

However, the principal is not autonomous in his function as leader since he must in some way respond to a variety of role senders. He is influenced by his superiors, teachers, teacher-organizations, principal-organizations, custodial-organizations, parents, community and parent-teacher groups. Therefore, the principal's role is idiosycratic when we compare it with the roles of other administrators. He is the only administrator who is directly responsible for the implementation of policies, procedures and rules regulations that have been put forth by the diversity of forces mentioned above.

The Study

On July 13, 1970, the Washington, D.C. Board of Education approved a plan - "A Possible Reality - The Design for the Attainment of High Academic Achievement for the Students of the Public Elementary and Junior High Schools of Washington, D.C. - The Clark Plan." This study is an analysis of how the Washington, D.C. Public School System responded to this mandate for change from its school board.

A summer institute was to be a major mechanism for developing the skills and knowledge that would be needed in the implementation of the Clark Plan. This study will provide an analysis and an assessment of the success of the summer institute in which this investigator played a major role in planning, designing and implementating in terms of its impact on participating principals, classroom teachers, other personnel and knowledges that would be needed in the implementation of the Clark Plan. This study will provide an analysis and an assessment in terms of the Leadership/ Management and Skills Development Summer Institute impact on the participating principals, classroom teachers and other personnel.

The study will focus primarily on a documentation of this four week workshop. It will also privide a general overview of the background conditions and circumstances within the Washington, D.C. School System leading to the adoption of the Clark Plan, and an overview of some of the other processes that were employed by the School System as it sought to implement the Clark Plan.

Objectives of the Study

1. To document the conditions prevalent in the D.C. School System before, during and after the attempted implementation of the Clark Plan.
2. To document the steps used to mobilize the Washington, D.C. School System to implement the Clark Plan.

3. To describe the development, implementation and evaluation processes utilized in the four-week Leadership/ Management and Skills Development Summer Institute that was designed to help teachers, principals, and reading specialists acquire the skills necessary for successful implementation of the Clark Plan.
4. To identify the major personnel and to describe and analyze the significant events that appeared to significantly influence the Summer Institute's direction and ultimate impact on the participants.

Procedures

The information and data for this study will be secured from the investigator's personal involvement and follow through of the implementation of the Clark Plan. This investigator was directly involved in administering the planning and the implementation of each phase of the Leadership/Management Skill Development Institute. The major sources of information will be reports, interviews, feedback mechanisms and newspaper articles.

Background

The first schools were established to perpetuate a puritan theology in a society in which the major social structures were the church and family. Vantil (pp. 130-135) The prevailing forces were aimed at meeting basic physiological and security needs. When major decisions were to be made, the church prevailed.

However, in the 18th century, the colonial legislatures began to transfer the control of schools to local districts. This decentralization process accelerated throughout the country and began to expand westward. It is interesting to note that even at that time decentralization was considered as being one of the solutions to

the issue of public school expansion and diversification.

During this time the momentum for change in public schools began. According to Butts and Cremin (pp. 43-44), Benjamin Franklin, Thomas Jefferson and Benjamin Rush proposed emphasis on human reason rather than on divine law. Vassa (p. 89) reports that the establishment of a common school system that was to be organized and governed on a county basis, publicly funded and provide an education of all American youth of both sexes. The latter proposal was "specifically designed to emphasize the principles of democracy and to insure an understanding of the machinery of government with which to maintain the institutions of democracy." Thayer and Levitt (p. 59)

Horace Mann, regarded by many historians as the outstanding proponent of public schools, felt that "once public schools were established no evil could resist their salutary influence." He also believed that: universal education could be the "great equalizer" of human conditions, "the balance wheel of the social machinery" and the "creator of wealth undreamed of." Thayer and Levitt (p. 6)

Perhaps these beginnings laid the foundation for the belief that public schools were to be the panacea for the alleviation of our society's evils. For it was Horace Mann who also espoused the beliefs that through education poverty would disappear, misunderstandings between "haves" and "have nots" would be alleviated, crime and sickness would abate; that life for the common man would be longer, better and happier.

According to Katz, the most crucial period in the evolution of American education was between 1800-1885. Katz wrote that "by 1800 the basic structure of American education had been fixed and that it has not altered fundamentally since that time." (p. 19)

He bases this proposition on the fact that "certain

basic characteristics of American education today were also characteristic nearly a century ago: it is, and was universal, tax supported, free, compulsory bureaucratic, racist and class biased." Katz (p. 20)

Katz (pp. 7-15) concludes that bureaucracy emerged as the dominant structure because it was the most practical way of keeping the "lower orders orderly and regulating social mobility."

In 1805 the New York Free School Society was established and its stated purpose was "extending the means of education to such poor children as do not belong to, or are not provided for by any religious society." Katz (p. 7) The Society offered an opportunity for the attainment of skills in reading, writing and upgrading of morality. It is interesting to note how they further proposed "to counteract the disadvantages resulting from the situation of their parents. Katz (p. 10) This clearly illustrated a paternalistic racist attitude: (a position of "I'm o.k. - you're not o.k.") Harris (1969)

During these developmental stages of public education in America, there were few vocational alliances for the blacks. "There had been some scattered interest in educating the Negro during the colonial and early national periods, but for the most part the slave of the 'cotton' South had been systematically deprived and denied the benefits of education, often by law, since a slave was seen as mere property to be used as necessary for personal gain." Vantil (p. 143) And so during the formation of public education there was overt exclusion of a group of people throughout the nation, even as it stands today.

During the 1830's and 1840's immigration to the U.S. began in substantial volume. Large numbers of English, Irish and Scandinavians came to America seeking fulfillment

in the land of promise. As these immigrants, who from 1901-1920 increased by 14,5000,000 in number, began to converge on the cities, another group of critics emerged. Vantil (p. 145) The Americans who considered themselves as "true Americans', because their families had been here earlier wanted the schools to absorb these newcomers and eliminate their foreign language and cultural patterns.

The arrival of such a large population of free people from other countries posed another problem and engendered other fears and biases.

> The feeling was that American tradition must be preserved and the schools should adopt an explicit policy of Americanization in which Anglo-Saxon values would supplant inferior ethnic patterns of immigrants from countries like Italy, Austria-Hungary and Russia. As a result, more attention was paid to English instruction, civics, American history, and inculcation of values that White Anglo-Saxon Protestant America prized. Vantil (pp. 145-146)

Cumberly (p. 15) also wrote that:

> These Southern and Eastern Europeans were of a very different type from the Northern and Western European who preceded them. Largely illiterate, docile, often lacking in initiative, and almost wholly without the Anglo-Saxon conceptions of righteousness, liberty, law, order, public decency, and government, their coming has served to dilute tremendously our national stock and to weaken and corrupt our political life . . . Our national life, for the past quarter of a century, has been afflicted with a serious case of racial indigestion.

Surely Cumberly ignored the principles that were put forth in the Declaration of Independence. In fact, the principles of human dignity, freedom, and equality for all citizens were not being practiced. A delineation of second

and third class citizens prevailed on the part of the majority. Blacks and certain immigrants were looked upon with disparity and distrust.

Schools As Organizations

As the population of the country increased, the size, function, and purposes of the schools did likewise. Control and management of these institutions naturally became more diversified and complex. The population increase was not the only factor responsible for the growth of complexity in schools. "Increased knowledge about schools and new demands in the larger society combined to push schools into taking on more functions." Campbell, Cunningham, McPhee (pp. 1-6)

The increase in function and size, it is reasonable to suppose, would lead to a more complex organizational structure. The coordination of the program within multi-classroom buildings necessitated the position of principal. In 1838, the first principal-teacher role was established in Cincinnati, Ohio. Pierce (p. 138)

Population increase and the subsequent increase in numbers and sizes necessitated a different response to the overall operation of schools. It then became manadatory for the development of certain organizational functions of public schools. Thus schools began to resemble, in rudimentary organizational form, their present-day counterparts.

The propagation in size and number of individual schools within a community resulted in the need for an office to oversee or coordinate those individual schools. Thus, the first superintendents of schools were appointed in Buffalo and Louisville in 1837 (p. 139)

Schein (p. 9) defines an organization as being . . . "the rational coordination of the activities of a number of people for the achievement of some common explicit purpose or goal, through division of labor;" and Lawrence and Lorsch

define an organization as "the coordination of different activities of individual contributors to carry out planned transactions with the environment." Lawrence and Lorsch (pp. 5-8)

Both definitions embody the elements of coordination of effort; achieving some common goals or purpose through coordination of activities; division of labor; and the need for a hierarchy of authority. However, Lawrence and Lorsch place special emphasis upon "communication and decision making." Lawrence and Lorsch (p. 11)

The definition of schools as an organization can be summed up by Hencley who states it is "an organization created by the society to achieve specific purposes which a society has judged best through a formal structure. To say that the school is or can be responsible for the total learning and development of the child is significantly apart from the truth." Hencley (pp. 17-25) These definitions imply that the individuals involved have to be molded to fit the structure or function of the organization.

The organizational and administrative arrangements of today serve the instructional needs as they were perceived in the first half of the century, when learning was textbook dominated, and methodology was lecture, assignment, recitation, and examination. The student of that time was a different student, too. The exclusive road into the wider world and the way to acquire learning skills was through the formal school program. That monopoly has been eroded today by television, films, the transistor radio, telephone, tape-recorder, and jet transportation. Facts, knowledge, and the ever smaller world make learning ubiquitous. The school, once king, has become a competitor for the mind of the child and the media have usurped some of the power of academic authority.

The person today who does not make it through the educational system joins an increasingly large, alienated and discontinuous population that has no integrative role in society. A generation ago, with some small town and agrarian structure remaining in the United States, those who did not make it through school could find niches, many times productive ones, in which they could adapt and make contributions to society and fulfill themselves. Our new technocracy offers few such choices; a young person is required to go to school and if he does not graduate, the rewards of employment and participation in the productive society are closed to him. The hard fact is that the uneducated or outcast threatens the core of a cohesive society. The challenge is imperative. Society can ill afford its failures.

Society and Schools

Society:

The common thread in the fabric of the purpose-of-school definition is that schools exist for society's purposes and that schools respond to the basic socio-economic forces which generate movements antecedent to policy. These basic forces according to Campbell, Cunningham and McPhee (pp. 128-135) are social, economical, political and technological forces, and are usually national and worldwide in scope. The second step in policy formation is the antecedent movements that are usually national in scope. According to Campbell, Cunningham and McPhee, (p. 140) the political action is taken up by organizations usually interrelated at local, state and national levels through legislative, judicial and executive agencies.

Hillway (p. 115) describes the situation as follows:

> Schools reflect the society they serve. Many of the failures ascribed to contemporary education are in fact failures of our society as a whole. A society that is indifferent to its heritage cannot expect the schools to make good the indifference. A society that slurs over fundamental principles and takes refuge in the superficial and the ephemeral cannot demand that its schools instruct in abiding moral values. A society proudly preoccupied with its own material accomplishments and well-being cannot fairly expect its schools to teach that the snug warmth of security is less meaningful than the bracing venture of freedom.

America is writhing from the pains of disillusionment, fear, anxiety and the chicanery that is ubiquitous in practically every phase of its existence. Racism has become such a natural function in America that much of it is a part of the very fiber of our nation. At this point, let's briefly examine the situation in American society today. Surely the same basic forces that prevailed in the past are intricately broader and much more complex at this time in our history.

Toffler, (1971) writes that we are living in a "roaring current of change, a current so powerful today that it overturns institutions, shifts our values and shrivels our roots." This cannot be denied and must be accepted as reality since in less than two life times America has realized such tremendous changes in virtually every aspect. Frustration is evident in our society.

America is engaged in a war that has cost the lives of more than 40,000 people at this writing. The war in Vietnam has bitterly divided the country. Greenleaf and Griffin (p. 12) Even though a dollar value cannot be put on the loss of lives, Vietnam has been costing Americans millions

of dollars per day. Reich (p. 5) claims that: "Both lawlessness and evasion found expression in the Vietnam War, with its unprincipled destruction of everything human, and its random, indifferent, technological cruelty."

Many white youths have joined in the protest against the useless killings. Thousands have demonstrated their utter disgust by refusing to fight or participate in any manner, other than portest, in a war that is considered by them as being immoral. One of the major issues in the 1972 Presidential Election was whether to absolve these young Americans of their non-involvement. Peaceful protests have become planned acts of violence against the perpetuation of war.

Many minority Americans feel that the war is a manifestation of the country's racist attitude. The black man in America has moved from "the happy docile darky-consumer of watermelon, dancer, boxer, Pullman porter, entertainer to the white folks." Greenleaf and Griffin (p. 11) states that, to the man, black people are demanding respectability and their fair shares of what they as citizens and human beings rightfully deserve. They, too, have moved from peaceful protest to a more adamant and demanding posture.

The blacks have been joined by Mexican-Americans, Chicanos, who argue for Brown Power. White Americans are learning that "statistically speaking, a young Navajo had a better chance of committing suicide than he had of obtaining a masters degree." Greenleaf and Griffin (p. 11) And so the silent, invisible peoples of America have become very critical in dealing with the issues of the time; they have, in fact, become issues in themselves. These issues have the larger segment of society with its back to the wall.

Chicanos, blacks and whites alike are included in that 22% of Americans who had "incomes below the amount required

to maintain a family in reasonable comfort." Poverty is being recognized as Reich puts it, "As a picture of drastic poverty amid affluence." Reich (p. 5)

The spring panty raids on the campuses have moved from that gay, light activity that was considered endearing by the system to another form of activity--protest--that was so threatening to the status quo that unarmed students of Jackson State, Kent State and Southern University were shot doen as they retreated from fixed bayoneted national guardsmen and armed sheriff's deputies. There has been created a definite generation gap and "the realization that Mom and Dad didn't know everything and the suspicion that some things that they did know weren't really so." Roszak (pp. 17-18)

The American dream has become the American dilemna. "The blacks and Chicanos move into the urban settings at a very rapid pace as the middle-income (mostly whites) leave the cities at a rate of nearly 200,000 per year and their places are taken by approximately two million low-income or even destitute whites, blacks, and Spanish surname Americans who frequently brought neither skills nor taxable income with them." Greenleaf and Griffin (pp. 10-11) These conditions produce frustration, crime, slums and apathy all of which lie on the periphery and new roads are developed for the commuters' dismal, mass exodus to the suburbs after working hours are over. And those who remain flaunt their palatial edifices at the longing eyes of those destined to linger in the shadows --homeless, jobless and filled with endless hate for the system and its unkept promises.

Reich (p. 102) sees as causes of the present crisis in America only as small portions of greater issues and

these elements as being related to the structure of society itself. He has categorized the elements of "disorder, corruption, hypocrisy and war" as not merely being associated with crime and riots, but also manifested in "the lawlessness and corruption in all the major institutions of our society." The outcries for law and order in our streets is both amplified and evaded by those who protest and those who riot against the war in Vietnam.

Poverty, distorted priorities, and law-making by private power, are interconnected and those who possess the riches pass the laws that tend to influence to the detriment of the poor and the benefit of the wealthy. The impoverished are continuously mired in poverty and sink deeper as they are taxed by laws passed by a select few. Hopelessness, impotency and a feeling of uselessness pervades a country that possesses a greater amount of wealth and technology than any nation in the world today.

Reich, Toffler, Roszak and James have predicted the impending disastrous consequences of an uncontrolled technology and the eventual total destruction of our natural environment. Man could direct technology to cure many of the social evils of times, but instead, he, as concluded by Reich, "pulverizes everything in his path: the landscape, the natural environment, history and tradition, the amenities and civilities, the privacy and spacious of life, beauty, and the fragile, slow-grading social structures which bind us together." Reich (pp. 5-6)

Reich (p. 9) concludes that "we seem to be living in a society that no one created and no one wants." Roszak sees the significance of the youth movement and its "counter culture" as exemplifying the probable philosophic trends that might save our murderous technological

existence.

In view of the basic sociological forces that are prevalent in America today, what is the role of the school? Is the school producing future citizens who will be able to alleviate the situation as it now stands, or can it? What types of individuals will be necessary to bring about viable changes? In order to answer these questions, this study will analyze the present conditions of schools as to their viability and relevance to the social milieu in America today.

The viability of today's schools is questionable because the curricula reflect the needs for those types of skills, knowledges, attitudes and anachronistic behaviors. Toffler writes:

> . . . Our schools face backwards toward a dying system, rather than forward to the emerging new society. Their vast energies are applied to cranking out Industrial Men--people tooled for survival in a system that will be dead before they are.

If in fact this is true, schools are preparing people for greater disillusionment.

Schools:

> The American school system is sick. Its methods are based on fear, coercion and rote memory testing. What is more, the subject matter it teaches becomes absolete almost as it is taught: the 'knowledge explosion' demands that students learn how to use their minds and talents while the schools are strenuously engaged in teaching them how to stifle their intelligence and creativity. Weingartner (pp. 57-69)

In the midst of all this societal turmoil, the school systems are being "created by the accelerated pace of the changing times." Toffler (pp. 19-30) The school systems were accused of not visibly producing effective citizens. School systems were placed in the susceptible position of having to respond to that supra-system for which they were created.

Holt (pp. 3-4) writes that:

> Our society asks schools to do three things for and to children; one, pass on the traditions and higher values of our own culture; two, acquaint the child with the world in which he lives; three, prepare the child for employment and, if possible, success. All of these tasks have traditionally been done by the society, the community itself. None of them is done well by schools solely or exclusively.. One reason the schools are in trouble is that they have been given too many functions that are not properly or exclusively theirs.

The growing militancy of teachers and students is another symptom of the dissatisfaction with schools of today.

> During the 1961-62 school year, there was a single strike; in 1965-66, there were 18; by 1968-69, the annual figure had zoomed to a record 131 strikes and work stoppages; and an NEA survey recorded 425 more during the 1969-70 school year. NEA Research Division Memo (1970, pp. 1-3)

Students registered their protests, too.

> During 1969, the nation's public high schools were disrupted by 6,000 "incidents" - from racial strife to political protests to arson attempts. HEW Urban Education Task Force Report. (1971, p. 51)

A Congressional survey of the nation's 29,000 public and private schools indicated that:

> Eighteen percent experienced some form of student protest during 1968-69. Dress codes and general disciplinary rules were the major issues leading to demonstrations; racial issues were involved in one-third of the protests nationwide, and 59 percent of those which occurred in big-city public schools. In 40 percent of the schools where there were demonstrations, school rules were altered as a result, and in more than 90 percent of the protests, no one was injured and there was less than $100 damage to property. Toffler, (p. 196)

It is evident that our schools have, for the most part, continued to fail to educate many of our students for constructive roles in our complex, everchanging society. Standardized tests indicate that Americans are producing functional illiterates who are unable to compete in this modern technological society. The U.S. Office of Education has estimated that one child in four, nationwide, has significant reading problems. According to a 1972 Parade issue; "in the United States, which boasts the world's highest standard of living, there are three million adults who are totally unable to read and write and another 20 million, according to the U.S. Office of Education estimates, who read so poorly that they are classified "functional illiterates." In addition, the March 1971 population of the U.S. series report that "of the 143,137,000 persons 14 years and over 1,433,000 or one percent are

illiterate."

The clamors for change are valid. The condition of today's schools and the disenchantment with the products being turned out in public schools justify much of the criticism. During the 60's there were many attempts at changing the conditions of public school systems. One thrust was aimed at moving from single boards of education to those of a more local nature. the HEW Urban Education Task Force concluded in 1970 that:

> School boards in our urban centers are not representative of the people they serve. Members are generally of upper and middle class cultures with attitudes that reflect such cultures. In many cities where a large majority of the school's children are Negro or Spanish speaking, the boards are composed of nearly all whites or Anglos. Where school boards do have minority group members, the latter are generally middle-class men and women who have escaped from the slums and often have as little in common with the ghetto dweller as the rest of the board. As a result, the boards are infrequently responsive to the needs of ghetto schools. HEW Report (1969, p. 51)

The centralization process continued and picked up speed during the 60's. Small school districts either merged or were eliminated. "In 1960, we had about 40,000 school districts; in 1970, that number has been reduced to 19,000 . . . . N.E.A. (pp. 1-3)

According to a November, 1972 issue of the New York Times, the Detroit Board of Education has voted to close the city's 300 public schools for eight weeks starting December 21st unless money can be found to make up part or all of an $80-million deficit. The Detroit school system, with children, is the fourth largest in

in the nation. Two-thirds of the children are black, and closing would mean that the bulk of Michigan's black school children would be deprived of the schooling required by state law. Other schools throughout the country are expe-riencing similar budgetary constraints. Consequently, even if students don't drop out or are pushed out of schools, lack of financial support is now causing a cur-tailment of their time spent in the formal educational process.

According to Miliard (1965, pp. 247-250) we live in a fast-tempo, ever-changing, ever-demanding society charac-terized by a high success-value orientation. With this in mind, educators must not simply write off as failures the young people who follow sudden whims to "go it alone" in a job market, which unknown to them, is rapidly closing its doors to individuals like themselves . . . . "The un-employment rate among dropouts is double that of the general population; they are also out of work for longer periods; dropouts are identified as that hard core of uneducated young people who perform the most menial and routine work tasks."

Chapter I provided a brief historical perspective of the social, economic and political forces that influenced the development of public-financed schools. It also delineated some of the basic forces, movements and politi-cal actions that formed educational policies from the 1600's to the early 20th century. Such societal forces as religion, a sparse population and the individual's attitude towards work and success in predominantly agrarian society were the basic underlying characteris-tics during America's formative years. These character-istics were the bases for the development of the goals of the early American school.

As industry, technology, and population began to

expand, the complexities that naturally followed began to reshape the schools. A much more complex organizational pattern, in response to the changing times, began to develop all over the country. New and differentiated staffing patterns were developed at the administrative levels. Teachers' responsibilities shifted from the one-room, heterogenous groupings, to one grade within a larger building.

The advent of these changes and the subsequent organizational patterns brought about the characteristics of other bureaucratic organizations. These bureaucratic trends remain prevalent in present public school systems. This chapter, also, presented an overview of issues that are affecting school systems of today.

CHAPTER II

Washington, D.C. Public School Systems and Reform Efforts

Chapter I explored the evolvement of public school education in America during its formative years. It also discussed how public schools related to the socio-economic structure which existed at that time.

Chapter II will provide an overview of three recommendations for reform in the Washington, D.C. Public School System: The Strayer Survey (1949), The Model School Division (1964), and The Passow Study (1967).

Washington, D.C. - Historical Perspective:

The Public Schools of the District of Columbia have been plagued with many of the same problems that confront any inner-city school system. Just as the inefficiencies of the Washington, D.C. schools have an outstanding similarity to those of other major cities, the historical development of the schools shows a parallel.

The first election of the City Councils was held on the 17th of June, 1802, and almost immediately after, notwithstanding the heavy expenses incurred in founding a new city in the wilderness, attention was given to the establishment of schools for the poor. The following is the preamble to a bill passed October 17, 1805:

> Impressed with a sense of the inseparable connection between the education of youth and the prevalence of pure morals, with the duty of all communities to place within the reach of the poor as well as rich the inestimable blessings of knowledge, and with the high necessity of establishing at the seat of the

> General Government proper seminaries of learning, the City Council do pass an act to establish and endow a permanent institution for the education of youth in the city of Washington. Journal Report (August 1850)

By this act, the sum of $1,500 was placed in the hands of the Board of Trustees.

Since 1805, when Thomas Jefferson agreed to become a trustee for the Public Schools of the District of Columbia, the schools have become a focus of conflict which mirrors religiously the crisis of education throughout the nation. Proposals, plans, designs, and critiques of one school crisis after another in Washington, D.C., were, indeed, not lacking.

Budgetary Problems:

One of the crises in the early nineteenth century was engendered by the absence of a regularized source of funds for public education. In 1818, when the taxes on "slaves, licenses and liquor" proved to be inadequate for supporting public education, the city council authorized a series of lotteries from which the interest on two-thirds of the principle collected was to be used for this purpose. Too often, however, other expenditure demands caused the council to renege on this commitment. Hine (p. 19) By the late 1840's, however, the demand for public schools was sufficient to lead the mayor at that time, William Seaton, to ask the council to pass a tax on assessable property so that free schooling could be provided for every white child in the city.

The city council members successfully resisted adopting such a tax until 1858, on the grounds that the municipal charter did not permit them to tax property, but they did agree, in May 1848, to reduce the school fees to

$.50 a month and to place a $1.00 poll tax on every white citizen. Hine (p. 21) As a result of this action alone, the school budget immediately jumped from $1,511.92 to $5,345.90, and by 1860, public school enrollment had increased tenfold.

More important, the concept of free, publically supported education was firmly established in Washington, D.C. Between 1806, when the city council first allocated a tax on assessable property, and the annual school budget had never exceeded $1,511.92. Green (1945, p. 47) Even with the increased need for public funds that followed the reduction of student fees to 50¢, the school budget was well over $1.5 million. Hine (p. 21)

Superintendent Ballow (1922) gave his point of view on the D.C. School System's Bureaucracy:

> The confusion existing is hardly credible. Authority and responsibility are hopelessly tied up with red tape. The bureau center methods in use are entirely inadequate to the task. An attempt is made to manage a large city school system by small town methods, and the result is disastrous. Educational conditions in Washington from an administrative point of view are among the worst to be found in any city in the union and the school system is behind that of cities elsewhere of equal size in the union. The superintendency of the schools of Washington is generally agreed as one of the most difficult and most undesirable positions of the United States.

This statement by Ballow exemplified the existence of similarities of the societal forces that impinged upon schoolmen in all facets of education, and how these forces affect the opinion and policies of school administrators. For Ballow was merely joining the popular opinions regard-

ing theories of school system management.

Callahan (p. 6) discussed how schools continued to respond to the basic societal forces. He writes:

> The procedure for bringing about a more businesslike organization and operation of the schools and business enterprise, of applying business--industrial criteria (e.g. economy and efficiency) to education, and of suggesting that business and industrial practices be adopted by educators.

Strayer Survey:

The first major study of the Washington, D.C. Public School System was the Strayer Survey. This Survey is considered by Nickens (1972, p. 37) as ". . . one of the most exhaustive, complete surveys ever completed on a major school system."

> For in 1948 the chairman of the subcommittee on District of Columbia appropriations of the respective appropriation committees of the Senate and the House of Representatives authorized a "complete survey of the public-school system of the District of Columbia with respect to the adequacy of the present plant and personnel, as well as educational methods and practices to serve, said survey to be conducted under the supervision of a person qualified by training and experience in the field of public school education . . ., Strayer (p. 1)

Dr. George D. Strayer was hired as the director of the survey. The necessary data were supplied by members of the administrative staff, statisticians, principals, and teachers. The field work and preparation of the

survey were carried on during the period extending from July 1, 1948 to February 28, 1949.

The Strayer Report consisted of 15 chapters with 900 pages of findings and recommendations concerning all phases of school administration, operations and maintenance of buildings and school housing needs. One outstanding problem, as detected by the study was the cumbersome budgeting process in the Washington, D.C. Public School System.

Nickens (p. 38) analysis of the Report delineated three major areas: (1) those that remain issues; (2) those that are still undergoing reform or study; and (3) those that hve continued to impinge upon attempts at education reform in the Washington, D.C. School System. Figure I is an outline of Nickens' analysis of the Strayer Report.

Figure I

Findings	Recommendations	Actions
1. Cumbersome committee system-involving Board in administrative details more appropriately handled by Superintendent	Far greater discretion given to Superintendent in the administration of matters of procedure and in carrying on routine activities of schools	Not yet contemplated
2. Board of Education should be policy making body-committee1system; lends itself to administrative action	Reorganization of administrative supervisory staff at top level, with several associate superintendents in charge	1969 major reorganization of the school system

Figure I (Continued)

Findings	Recommendations	Actions
3. Need for reform in the administration of business affairs	More flexibility, fiscal and administrative freedom in business affairs	Establishment of metered mail which might result in economy and a central store for supplies which might produce savings in time and money
4. Deficiencies in special education: 1. lack of referral clinic for special service; 2. lack of superintendent services for handicapped; 3. inadequate budget	Establishment of "Child Adjustment Clinic"	Special Education Department established during 1970-71 school year
5. Inadequate program for financing the school system in the District of Columbia	Modification of taxing system to produce 15 million dollars to 20 million dollars additional revenue to balance the District budget Increase of federal payment to a more equitable relationship with the value of federal property in the District	None
6. Inadequate pay as-you-go building program	Funds should be advanced by the federal government on a definite repayment schedule	None

Figure I (Continued)

Findings	Recommendations	Actions
7. Need for simplification of the system of fiscal control	Authorities responsible for operation of district government; should be given fiscal powers commensurate with their responsibilities	None

In addition to Nickens' above findings:

The Strayer Survey found two viewpoints among elementary school teachers of Washington:

> The child-development philosophy with its emphasis upon the whole child and upon purposive learning; (2) the traditional philosophy of elementary education with its emphasis upon the mastery of facts and skills. The survey identifies a third group, who believed in systematic textbook instruction and a great deal of practice and drill as a way to educate children. Strayer (p. 214)

Strayer concluded that since these broad interpretations of education co-exist in the same school system, there was not clear understanding of the philosophy of the child development and the experience curriculum. Ideally this understanding could have been accomplished through extensive staff development programs. However, Strayer found that teachers were required to serve on other committees between the hours of three and five o'clock. The report concluded that the hours were used by the teacher for "preparation of technical materials, making reports, evaluating children's work, and other duties directly involved in teaching." Strayer (1949, p. 171)

It was also recommended that teachers be provided substitutes so that they may perform extensive committee work.

Nickens identified two realities that compromised the Strayer Survey and are still prevalent in the Washington, D.C. Public School System today. They are (1) the estimated cost of the reforms; and (2) the lack of authority on the part of both the Board of Education and Washington, D.C. citizens to implement a report which was initiated and supervised and funded by the Congress of the United States. Nickens (1972, p. 46)

Toward Better Schools - The Passow Study

Eighteen years after the Strayer Report, the Passow Study was introduced. The purpose of this study was to conduct an extensive 15-month study of the District of Columbia Public Schools. The objectives of the study were to "assess the current programs and practices, and to make recommendations which if implemented, would insure education of good quality for Washington's population." Passow (1967, p. 7)

The major initial difference between the Strayer Report and the Passow Study was that the latter was authorized by the Board of Education instead of the Federal Government.

> The study was conducted by 33 task forces, each dealing with a specified problem area. Eighty-one task force chairmen and consultants, 97 graduate assistants and students and a resident staff of six research assistants, probed all aspects of education in Washington. Passow (p. 10)

They visited numerous schools and classes; interviewed students, staff and parents, community members; examined pertinent pupil records and other social data; examined stud-

ies, reports and records from various agencies, governmental and private; thereby drawing on appropriate sources whenever encountered. The wealth of information submitted, together with fundamental documents and data analysis constitute a resource that can be utilized for later study and planning.

Passow found just as Strayer had discovered some 16 years previously that the cumbersome fiscal process in the District was the reason for a deep and probably worsening trouble, insofar as initiating new programs was concerned. The study also implied that education in the District as it was organized and operating could not assist the students in obtaining the pertinent education objectives. The Passow Study found that the Washington, D.C. School System had:

---A low level of scholastic achievement as measured by performance on standardized tests;

---Grouping procedures which have been honored in the breach as often as observed in practice;

---A curriculum which, with certain exceptions has not been especially developed for or adapted to an urban population;

---A "holding . . ." or dropout rate which reflects a large number of youth leaving school before earning a diploma;

---An increasing de facto residential segregation for the District as a whole, which has resulted in a largely resegregated school system;

---Staffing patterns which have left the schools with a large number of 'temporary' teachers and heightened the District's vulnerability at a

time of national teacher shortage;

---Guidance services which are unable to reach the heart of the personnel welfare needs of the pupil population;

---Inadequate evaluation and assessment procedures together with limited use of test data for diagnosis and counseling;

---Inservice teacher education programs which fall short of providing adequately for the continuing education essential for professional growth;

---A promotion system which has lacked the basic ingredients of career development and training for supervisory and administrative leadership;

---Patterns of deployment of specialists, such as supervisors and psychologists, which tend to limit their effectiveness;

---A 'reacting school system' rather than an initiating one . . . Passow (pp. 180-191)

The findings were obstrusive and the subsequent recommendations significant. Just as in the Strayer Report, Passow identified a great deficiency in the system's Special Education Program. Dr. Passow's study detected a definite weakness in the placement and evaluation of children with mental and physical disabilities. This, he concluded, was one of the major deterrents to the development and implementation of an effective program for "Educable and Trainable Mentally Retarded, Blind and Partially Sighted, Hard of Hearing, Homebound and Hospitalized, Crippled, Health problems, Social-Emotional Maladjusted, and Neurologically Impaired." Passow, (p. 61)

The Passow Report also disclosed that the community's attitude toward the Board of Education, the school administration and the school power structure, in general, left much to be desired. (This was before the advent of the elected school board in Washington, D.C.) In order that the Board would remain in its own sphere (policy) and the staff be concerned with administration, the report recommended that the system develop a "comprehensive Manual of Policies and Procedures for the District Schools." Passow, (p. 28)

Dr. Passow (p. 13) reported "a distressing situation" in the instructional program. There were six observations that were common to most of the reports on the instructional program. These findings were:

1. A dearth of instructional leaders and teachers who were effective;

2. Ineffective utilization of leadership when it did appear; "The system seems bound by hierarchical customs that the more advanced and subtle aspects of instruction are less well rewarded than the 'ability to get along with the system.'" Passow (p. 13);

3. Teachers in inadequate contact with central office and their peers in their own or other schools;

4. Truncation of strong leadership's effectiveness because of lack of linkage between central supervisory staff, school principals and the teachers;

5. A very large number of teachers inadequately prepared to carry out assigned responsibilities; and

6. Ineffective stress on reading as it was found to be . . . "a program of ritual code-breaking generally devoid of substantive meaning" . . . Passow (p. 14)

The major recommendation made for the alleviation of these six problems was that 15-20% of the entire staff's time be devoted to inservice work. Nickens (pp. 74-75)

gave the following assessment of the system's response to the preceding recommendations:

> The recommendation in Staff Development was partially implemented with the opening of the Office of Staff Development on February 1, 1969. Since that time, a number of staff development programs have been initiated. While the Office of Staff Development quickly became a very effective operation, its existence was shortlived. Indeed, budget cuts by the City Council actually resulted in the demise of the Office two years after its inception. The director's position was reduced in classification through the same budget action and the remaining funds were placed in the office of the Deputy Superintendent. The small amount of money that was left necessitated a sharp curtailment in staff development activities.

Dr. Passow made the following comparison of the per pupil expenditures in Washington, D.C. and other urban schools.

> The estimated total current expenditures per pupil in average daily attendance for Washington for 1966-67 was $693, slightly above the average of $607 for the 15 largest cities in the nation. When expenditures are adjusted to take out certain categorical federal programs, the estimated per pupil expenditure was $583, again just above the average. Thus the level of support and resources allocated the school are about average for the nation's large cities. School districts are spending less than Washington. Presumably, those which are spending considerably more are providing a richer educational program for their students. Passow (p. 40)

Passow concluded that the traditional fiscal structures must be radically altered to allow for the equitable distribution of teachers and other resources as needed. As Passow continued his recommendations he, just as Dr. Strayer, stressed the need for developing a long-range budgeting mechanism. Passow (p. 43) suggested that this mechanism would influence such things as:

> . . . (a) the insulation of the Board of Education from school administration in terms of the ability of the latter to participate in policy decision-making; (b) the feeling on the part of the community that developments within the school system occur without consultation and too late to permit realistic expression or opinion; (c) the ability of the school system to create a favorable climate of acceptance for its policies through intelligent public relations. It weakens the school system's position in relation to other planning groups, in those situations where disagreements arise concerning the future of the District of Columbia.

The subsequent attempt at implementation of the recommendation is documented by Nickens. (p. 69)

> . . . a Budget committee requested that individual schools prepare budgets using the program method (Broad educational goals established by the Board of Education) Forms were constructed by the schools that provided quantitative information to enable the budget Department to prepare justification in terms of educational output. However, the time sequence was tight, and although many of the schools prepared sophisticated budget requests, they received very little in the way of return or feedback for their efforts. This lack

> of positive response to the work performed within the schools took two forms: first, the individual school requests were often completely submerged within the larger report and, therefore, did not surface in recognizable form; and second, many individual requests were rejected. Schools simply were not given the option of vastly increasing some services to the exclusion of others. As a result, a great deal of ill will was generated because many school personnel and their parent-teacher association felt that they had been invited to engage in an exercise in futility.

Much remained the same in the D.C. Public Schools as evidenced by many of the similarities in the two reports (Strayer and Passow) and as illustrated by Ballou's statement. Dr. Passow, despite the almost two decades time-lapse had found that conditions were basically the same as those Dr. Strayer had discovered. Nevertheless, Passow (p. 71) wrote in his challenge to the D.C. Public Schools that:

> Historically city school systems have been among the most sophisticated and innovative. Only recently, have they lost the leadership thrust. The District can and must take advantage of its peculiar setting in the nation's capital, of its unusual resources of personnel and places, to move up front in demonstrating quality education for a diverse population.

Dr. Passow ended his challenge with:

> It is precisely this diversity which presents the District Schools simultaneously with tremendous difficulties and the chance for the profound accomplishments. (p. 103)

The Model School Division

The Model School Division was a semi-autonomous unit of 14 elementary schools, four junior high schools and one senior high school, was carved out of an area that was considered as having greater problems than any other section of the city. The concept and the Superintendent's proposed program for action were approved by the Board of Education of the District of Columbia on June 17, 1964.

In a report to the Board the month preceding the adoption of the plan for a model school division, Superintendent Hansen justified his proposal by reporting that his proposed model was in direct response to a progress report made by the panel on Educational Research and Development of the United States Commission of Education, the Director of the National Science Foundation and the President's Special Assistant for Science and Technology. This report Innovation and Experiment in Education, (March 1964)

> . . . proposed a novel concept for dealing with educational problems which it was felt had great possibilities for adoption to the educational needs for the District of Columbia. This concept embraced the idea of an experimental school sub-system, a model sub-system, to be instituted in an inner city area in a medium size or large city . . . The proper unit for instruction and experiment was a cluster of schools in the school system.

Administratively, the cluster could be described as a model system within the regular system which included a high school, contemplated pre-school centers, elementary schools and junior high schools that fed into it. This cluster would also include a vocational high school, either in or out of the selected area and provision for post-high

school training.

It was considered essential that vocational and/or occupational and technical training be available to pupils desiring that kind of educational program. This procedure would define an area and the area chosen should have certain characteristics - a high rate of unemployment, sub-standard housing, a high incidence of juvenile delinquency, and other social and economic problems which plague large center city areas. Superintendent Manning's Report to Board of Education -(June 11, 1964)

A committee headed by Judge David Bazelon, was formed to develop and adopt an action plan that was to implement the model school sub-system concept. The Assistant Superintendent in charge of the Model School Division met regularly with this committee to develop plans for this model.

The staff for the model sub-system consisted of: an assistant superintendent, a director of programs, an assistant director, and a small clerical staff. Nickens (p. 49) One immediate problem was that the assistant superintendent did not have direct line authority over the sub-system. He was only given responsibility for those new and innovative programs that were not considered a regular school program. Principals, teachers, and supervisors continued to be responsible to the departments of elementary and secondary education. Nickens (p. 49)

The next school year, however, saw a change in this trend. A decision made to transfer the operation and control of these 19 schools from the departments to the Assistant Superintendent.

Perhaps the most effective staff development technique used in the Model School Division was the Innovation Team. The concept of an Innovation Team, a group of teachers charged with in-service training, follow-up assistance in the classroom and supply procurement and delivery was

evolved in the spring of 1967. This was in response to two needs as articulated by the Superintendent, Carl Hansen, and the Assistant Superintendent in charge of the Model School Division, Norman W. Nickens. Hansen and Nickens (1967, p. 2) proposed a shift to "the consolidation of programs and activities to ensure maximum impact on the total school environment and the pupil . . . (and) to improve organization and administration, rather than to the addition of projects."

The immediate task of the Innovation Team in September 1967, was to organize to meet the specification of the Team's proposed objectives. These major objectives were:

1. To help teachers see themselves as potential instruments for initial change in their own behavior, in the atmosphere and environment of the classrooms, in the system in which they teach, and the lives of the children whom they instruct.

2. To help teachers improve instruction in the classroom to the level that teaching and learning are both more pleasant activities and, therefore, productive of an acceptable level of acquisition of skill and knowledge.

3. To increase the power of teachers in decision-making in the school, especially in the area of curriculum and the decisions which vitally affect learning and teaching.

4. To provide a coordinating function for services, resources and school programs which assist a teacher to look at her classroom unit as a whole, and to make decisions on the basis of how they relate to the total goals she has for environment and learning within the classroom.

5. To provide a channel for experts, specialists, and people from many walks of life to enter the school system in a way that provides meaningful avenues for them to interact with teachers and students at a level which

will affect teaching and learning. Cort (1969, p.5)

The scope and diversity of the Innovation Team activities manifested strengths and weaknesses. The major strength was the ability to address multi-dimensional situations and problems with multi-dimensional and varied inputs and approaches. The major weakness was a tendency toward differences, erraticism, and consequent superficiality of effort. The net result, however, was over-all on the positive side. Cort (1969, p. 237)

Staff Development Efforts:

The Innovation Team was responsible for over 110 different workshops and two major summer institutes during the city-wide spring 1968 Staff Development Conference and implement it in the Model School Division and four schools outside of the M.S.D.

According to Cort (1969, p. 238) the Team was effective in stimulating many teachers to consider alternative strategies in teaching and instruction. Teachers were also provided methodological tools (both skills and materials) with enabling attitudes for improving general instruction and the learning climate.

Coordination:

Cort reported that the function of coordination was "the most poorly executed and least effective." Cort (1969, p. 238) However, the Team did serve as a linking agent for teachers and outside resources; it established human relations meetings with principals and faculties in schools in the Model. The Innovation Team also met with parent groups and other groups concerned with education and the schools. It provided orientation for outside visitors, consultants, and other teachers. The Team also provided opportunities for teachers from different schools to discuss common problems.

System Change:

By the end of its first year of operation, the Team began to focus on system change and included an effort to change the roles and functions of teachers, pupils and principals.

Dr. Passow's observations of the Model School Division revealed:

1. The the division was a source of controversy--its mission and funding.

2. The dependence on private funding from outside resources, and by organization.

3. Problems caused by larger system's bureaucratic structure.

4. The Superintendent's conceptualization of the division as being one for demonstration purposes and the United Planning Organizations view as one to shake up the system by developing different patterns of schooling.

5. A development of esprit-decorps within its staff.

6. An enriched program.

7. The closest thing available in Washington to a system for initiating and testing ideas new to the District School System.

8. Diametrically opposing views as to the seat of authority for program development or to program approval.

9. Disputes over relationship of Model School Division to the rest of the system.

10. Basic question of demonstration verses innovation.

11. Erratic evaluation of the quality of programs - lack of on-going research and evaluation programs. Passow (pp. 375-381)

Nickens (p. 60) concluded that the Model School Division was handicapped by:

1. A lack of continuous funding which would enable it to build and plan programs.

2. A bureaucratic structure which did not lend itself to the need and desire to respond quickly to problems.

3. An absence of dunding that was unencumbered by the legal restrictions imposed by the District of Columbia and Federal Government.

4. The absence of a mechanism for incorporating what was learned in the Model School Division by the rest of the system.

5. A general misunderstanding and distrust of the Model School Division, its goals and financing.

6. The school system's inability to accept a sectional, autonomous resources and development units.

7. The system's lack of commitment to the idea of the Model School Division, to experimentation and innovation.

The Anacostia Community School Project

The Anacostia Community School Project was a direct response of the D.C. Public School System to a charge made by President Lyndon B. Johnson. President Johnson expressed in his 1968 message to Congress the desire to develop a model school experiment in the District of Columbia. The President stated that:

> Washington's 150,000 school children and their parents . . . must also be able to exercise one of their most fundamental rights. They must have a voice which can be heard in the operation of their school system. President's speech to Congress (1968)

President Johnson elucidated his proposed school experiment:

> I propose a major model school experiment in the District, embracing a significant area of the city. This program will:

---Revise the interest of citizens in their schools;

---Help teachers improve the skills of their profession through retraining opportunities;

---Bring to students the best in teaching methods and materials;

---Revise the curriculum to make it serve the young people of our city;

---Equip high school graduates with marketable skills;

---Seek alliances between employers and the schools;

---Give children the chance to learn at their own pace, reducing both dropouts and failures;

---Serve a section of the city where the needs of students and schools are greatest;

To support this program, I have included $10 million in my 1969 budget for the Office of Education to supplement the funds providing regular support for the D.C. schools.

This model was to involve parents, teachers, students, administrators and consultants in the planning and implementation stages. The system had two months to develop an experimental community school sub-system in the District of Columbia. This project was to be known as the Anacostia Community School Project. Many of the suggestions in this program were responses to the recommendations delineated in the Passow Study. Like many other attempts at reform in the D.C. Public School System, the Anacostia project was ephemeral. It was terminated in August, 1972.

In Chapter II, this investigator has provided an overview of four major reform efforts in the Washington, D.C. School System. The recommendations suggested by the Strayer and Passow Studies were compromised by the system's inability to provide the adequate fiscal, organizational and administrative responses.

Chapter III will discuss the most recent attempt at educational reform in the Washington, D.C. School System -- A Possible Reality: A Design for Attainment of High Academic Achievement for Students of the Public Elementary and Junior High Schools of Washington, D.C.

CHAPTER III

The Washington, D.C. Public School System's Response to a Possible Reality: A Design for Attainment of High Academic Achievement for Students of the Public School, Elementary and Junior High Schools of Washington, D.C. - The Clark Plan.

The preceding chapters reviewed the development of public school systems in America and the influence that those developments had on the evolution of the Washington, D.C. Public School System. Emphasis was placed upon four major attempts at educational reform in the Washington, D.C. Public School System - The Strayer Report completed in 1948; The Passow Study, 1967; The Model School Division, 1964; and The Anacostia Project, 1968. Chapter III will document the most current proposal for educational reform in the Washington, D.C. Public School System - The Clark Plan.

The fates of the Strayer Report, Passow Study, Model School Division and the Anacostia Community Project were by no means the final attempts at educational reform in the Washington, D.C. School System. The most recent attempt was a plan that was supposed to raise the reading and computational levels of the students in all of the elementary and junior high schools in the public schools of Washington, D.C.

This plan was presented, bought and adapted as policy by the Board of Education on July 13, 1970. Dr. Kenneth Clark, a black psychiatrist and president of the MARC (Metropolitan Applied Research Center) Corporation was the principle negotiator.

The Clark Plan

The Problem:

Dr. Clark viewed the problem of education in urban settings as being "the reality that the academic achievement of

minority groups and lower-status children, in those settings are consistently below norm." Clark (p. 2) After this basic conclusion, Clark continued a general analysis of the urban school systems. The Clark Plan, in its introduction, provided some explanation for the critical conditions and lack of educational excellence with regard to minorities in urban public school settings.

Clark contended that numerous investigations and reports and consequent pilot demonstrations, compensatory educational and other educational programs have failed to bring about any measurable improvement in the educational achievement of minority students. He points out that in spite of these programs, without improvement in "the basic academic skills of reading and mathematics....further learning is impossible. Clark (p. 1)

Dr. Clark commended the Washington, D.C. Board of Education for recognizing the academic dilemma and for seeking assistance to alleviate it.

> Confronted with the evidence that their students are not immune to academic failure characteristic of the students in other large urban public school systems, and recognizing the profound human and social stability implication of this failure the newly elected Board of Education of Washington, D.C. has determined to develop and implement a system-wide educational program designed to raise the academic achievement of children in the public elementary and junior high schools of that city. In pursuit of this objective, Mrs. Anita Allen invited the MARC Corporation to consult with the Board in developing a design for such a program. Clark (p. 2)

The overall design of the plan was presented in terms of requisites. The requisites addressed themselves to each of the following components:

---Curriculum;
---Educational personnel--teachers, supervisors, administrators, counselors, educational aides, and tutors;
---Parents and other significant adults;
---Students and their peers;
---The nature and efficiency of the governance, administrative and organizational structure, and supports;
---The quality, atmosphere, and human climate, perspective, and philosophy of the school and the educational system of which it is part.

The requisites, thirty-six in all, according to Clark in a letter to the President of the Board of Education (July 2, 1970), were "the necessary ingredients for the attainment of academic excellence in the public schools of the District of Columbia."

Curriculum:

Clark simply defined the curriculum "as the substance or content of what a child is expected to learn." Clark (p. 25) Reading and math were viewed as the essentials for success in schools. It was recommended that a concentrated emphasis in curriculum development and teaching be placed upon developing math and reading skills. The Clark Plan set forth eleven "requisites" that would aid in the attainment of curriculum proficiency.

Requisites:

1. Immediate establishment of a system-wide Reading-Mobilization Year.
2. Establishment of Reading Mobilization Teams in each school.
3. The objectives of the Reading Mobilization Year in school must be:

a. to remedy all cases of reading retardation among normal children so that each achieves at grade-level or above.

b. to see that every normal child entering the school will function and will continue to function at or above grade-level in reading.

c. to establish new and higher norms in accordance with (a) and (b).

4. Revision of the overall curriculum.
5. Extensive staff development and support for teachers.
6. Establishment of the basic phonics approach to the teaching of reading in the early elementary grades.
7. Emphasis of oral and written communication.
8. Effective teaching of the English language.
9. A specialist on each Reading Mobilization Team must be assigned the responsibility of designing and implementing a program to raise the quality of the written and spoken language in that school.
10. The teaching of mathematics as a second language.
11. Revision and updating of mathematics curriculum for each grade and school.

Educational Personnel:

Teachers:

Clark perceived the teacher as being the central focus upon which all other aspects of educational quality converge. Upgrading the status, prestige and the effectiveness of the teaching profession are needs that take precedence and are stressed in the Clark Plan. To accomplish this, Clark suggests the following requisites:

Requisites:

12. A systematic reexamination of existing teacher training programs.

13. Modification of teacher certification to enhance the status and effectiveness of the teacher profession.
14. Continued supervision and support during the first three years of a classroom teaching assignment for the beginning teacher.
15. A differential staffing system based on the teacher's ability to raise the academic achievement of his pupils and contribute to the professional growth of his peers.

Executives:

Clark felt that an efficient public school system requires competent executives as fundamental agents in assisting to attain and sustain educational effectiveness. He, therefore, felt that the requisites must deal with defining the following characteristics necessary for effective executives.

Requisites:

16. Master Teacher - the highest professional rank to be achieved.
17. Identify effective principals, supervisors and superintendents.
18. Allow time for crucial responsibility of educational leadership.

    The chief educational executive in the system should encourage administrators assigned to them to facilitate the educational process.

Educational Aides (Para-professionals):

Clark exemplified the need for educational aides in accordance with the increasing complexity of problems of large urban public school systems and the increasing demands upon classroom teachers. Requisites outlined for this area are as follows:

Requisites:

19. A more fervent and systematic plan for the recruitment, training and meaningful use of educational aides. To enhance the overall educational program, the following conditions are pertinent:

a. The primary responsibility for the educational process in the classroom is held by the teacher.

b. Parents or other community members can become educational aides.

c. Intensive training should be provided.

d. A milieu conducive of mutual respect among teachers, supervisors, and educational aides must prevail.

e. Further education or professional training of educational aides should be encouraged.

20. Compensate for the dearth of male elementary grade teachers by recruiting and utilizing male educational aides.

Tutors:

The Clark Plan suggests that the traditional type of tutoring programs be expanded or altered so that less advantaged persons are recruited as tutors with the specific objective of improving their own academic achievement. He states further that this heightens the possibility of eliminating the socio-economic status gap between tutors and those that are tutored. He, therefore, offered the following requisites.

Requisites:

21. Develop a systematic tutoring program. The effectiveness of the tutors is dependent upon conditions such as:

a. Careful selection of the tutors;

b. Adequate training and orientation to identify compassionately with students;

c. Cooperation with classroom teachers, educational aides and parents is important.

Encourage recruitment of males as tutors and involve them in all phases of the educational process.

Students:

The Clark Plan mentions theories that attempt to explain academic retardation as being related to background deprivation factors that lead to deficiency in the families,

parents and, therefore, students. Given these theories, Clark suggested that certain steps be taken.

Requisites:

22. The Washington, D.C. Board of Education should institute a system-wide program that ascertains what factors interfere with the students' ability to learn.
23. The Board should address itself to raising and sustaining the students' motivation to learn.
24. Competition should be utilized as an effective stimulant to motivation.
25. Academic success should be associated with concrete rewards such as medals, etc.
26. Providing for heterogeneous groupings of students allows for varied achievement levels.
27. A comprehensive program to increase the academic achievement of all students should be instituted.

Parents:

Clark discussed theories that suggested decreased parental concern for children's academic achievement in lpwer-class families vs. some parental initiative in middle-class families. Based on these theories, the Clark Plan provided some requisites to curtail or prevent its occurrence.

Requisites:

28. Direct involvement of lower-status parents in the activities of the schools attended by their children should be encouraged.
29. Programs for adult and parent education should be developed.
30. Special homework centers could be provided and be conducted by parents, educational aides, and selected teachers during and after school hours.

According to Clark, the following conditions must prevail to make effective the concerns of parents about the academic success of their children.

a. Programs must be related to the realistic needs, perspective and interests of parents;

b. Provide an atmosphere conducive to mutual respect between parents and other educational personnel;

c. Specify the goal of academic achievement related to parents' interests and motivations;

d. Utilize schools as community centers during evenings, weekends, and summer under the guidance of professional and community staff;

e. The schools must be perceived by the parents as allies rather than adversaries.

Evaluation of Student Achievement:

Clark suggested that evaluation be used in order to obtain an objective indication of each student's progress and provides requisites to enhance its occurrence.

Requisites:

31. Evaluation must be a multi-level process (all stages of the educational process);

32. The evaluation procedure should correct the weaknesses and reinforce the strengths at each level of the educational process;

33. Evaluative methods in reading and math should be administered three times a year so that intervention and reevaluation can be done within the same school year;

34. Standardized tests should be utilized as an instrument of evaluation since it is related to general academic competitiveness;

35. The results of the periodic evaluation should be communicated to parents.

Overall Organization - Governance and Administration of Public School Systems

Clark viewed educational leadership as an important factor responsible for effective educational programs. This responsibility was based upon the fact that the school board was responsible for providing the criteria for the selection of the top educational professional - the superintendent of schools. The Clark Plan suggested the following requisites to improve this viewpoint.

Requisite:

36. The Washington, D.C. Board of Education should develop a dichotomous strategy in planning and attaining educational excellence in their schools:

    a. The Board should select a superintendent of highest quality who must set objectives designed to obtain and sustain academic achievement among all the children in the public schools of the city.

    b. The Board should utilize independent consultants to advise on specific components of a positive role in relationship to his professional employees and sustaining educational efficiency in the public schools.

Reactions to The Clark Plan

The Washington Teachers' Union, in a press release on July 20, 1970, made the following statement concerning the action by the Board:

> The Board has committed a criminal act in promising the public that it has now found the magic formula to cure the ills which plague this school system... The union will not be a party to such a hoax...

Nevertheless, in October, 1970, the Union issued a statement in support of the goal of academic excellence, although, they stated, "that they still maintained 'basic disagreements' with the Clark Plan." It was after the threat of a walkout by the teachers that the Board negotiated with the president, Mr. William Simons of the Washington Teachers' Union.

Nickens (pp. 84-85) gave the following account of the Washington Teachers' Union reaction to the plan:

> The teachers of the School District goaded by the Union, pursued a course of action which all but killed the program. Their first action was to disrupt the testing schedule. Almost half of the teachers refused to administer the initial reading test in

> September 1970. Their refusal led to an all night bargaining session with the Board of Education which culminated in an agreement allowing the testing to proceed. However, the teachers won an importnat psychological victory. They put themselves on record to save the community from the victimization of an ill-conceived program as the teachers viewed the plan.
> The Teachers' Union agreed that effective programs must be developed by all parties concerned. Simons pointed out that the School Board adopted the Clark Plan four days after it had been made public. No Public hearing had taken place; and Simons had spoken to one of Clark's staff for only 45 minutes before the Plan was issued. Simons argued that teacher involvement was imperative, and that if teachers weren't involved, they would sabotage the plan.

On September 23, 1970, the following was reported in the Washington Post:

> The D.C. Board of Education must take responsibility for much conflict in the Washington, D.C. community over the implementation of the Clark Plan. In this democratic society the D.C. Teachers Union and community groups should have had a voice in discussing the plan before its adoption by the board...

Joan Beck (Washington Daily News, October 18, 1970) gave the following report concerning the controversy:

> To everyone's relief, Washington's public school system has managed to survive an extremely crucial, preliminary dispute over new policy that could have erupted into a full-scale teacher walkout. It still may not come up roses, but for now, the school board and the Washington Teachers Union have halted the crossfire of inflammatory rhetoric over the proposals of

> Kenneth R. Clark and have agreed to sit down and discuss how to deal with them. No doubt it will take time for all the wounds to heal, but there is a fresh opportunity bouyed by the arrival on the job of Hugh J. Scott, the new superintendent to put together a bold academic program that can improve the system for all concerned, most importantly for the city's school children.

Two major hurdles seemed to have been overcome by November, 1970. The union had acknowledged that it could live with much of the plan, given the chance for negotiations. The other hurdle was that the school board recognized the union as a formal and necessary party to the process of implementing the Clark Plan.

By November 1970, a growing feud between Dr. Clark and the new Superintendent, Dr. Scott, had developed. Dr. Clark felt that Dr. Scott was not going about the business of setting up the proper mechanisms for implementing the plan and felt that the new superintendent was "incompetent." The Washington Daily News, on November 19, 1970, gave the following account of the controversy:

> The author of the reading improvement plan for the District's public schools has threatened to leave unless the school board promises to carry out his plan without the changes insisted upon by the school superintendent, four school board members have told the Washington Daily News.
>
> In separate interviews, the four quoted New York psychologist Dr. Kenneth Clark, whose reading plan was approved by the District school board in July, as saying a difference in 'philosophy' between himself and Supt. of Schools Dr. Hugh J. Scott rendered Dr. Scott 'incompetent' to carry out the reading program and that unless the board acted to accept the plan Dr. Clark submitted 'without change or revision, I will withdraw it and peddle it elsewhere.'

> Dr. Clark made his statements in a closed board meeting Tuesday night. Unlike most board meetings, the meeting was not recorded except in short hand notes taken by the executive secretary to the board, members said. They said Dr. Clark, who has been retained as a consultant to the school board since approval of the reading plan, offered to submit his resignation because he did not feel that the philosophical differences between Dr. Scott and himself could be reconciled. The board urged him to reconsider and agreed to send a letter to Dr. Scott posing questions concerning the reading plan. Dr. Clark will submit the questions, members said.
>
> It was the first direct confrontation between the board and Dr. Scott who became superintendent of schools last month.

The process by which this plan was adopted continued to be the basis for the chaos, confusion and hostility. Mr. Larry Cuban, former Director of Staff Development in the D.C. School System, summarized the situation as follows:

> ...that the Superintendent's top staff was not given time to respond to the report for all subsequent events. No principals, no teachers, no parents seriously scrutinized the plan other than sitting and listening to staff presentations. Fantasy had hardened to policy before any inquiry and examination were permitted. Whatever merits the Clark Report has, and I feel there are many, ramming the report down the throats of administration, teachers and community was a disaster. Cuban, The Washington Gazette (Nov. 24, 1970).

Despite Dr. Clark's charges and the criticism, Scott received a vote of confidence from the School Board, for on November 26, 1970 the following report appeared in the

Washington Daily News:

> Superintendent of Schools Hugh J. Scott emerged a clear winner today in his dispute with the District School Board over the speed with which he is carrying out the Clark Reading Plan in the District elementary and junior high schools. 'The Board supports the administrative position' School Board President Anita F. Allen said after a lon meeting with Dr. Scott yesterday. 'There will be major expeditious changes in the classroom. The Board looks forward to his, Dr. Scott's, implementation of the Reading program.' The statement ends, at least temporarily, an argument which began when Kenneth Clark, author of the Reading Plan, publicly criticized Dr. Scott for failure to achieve its goals.

With this vote of confidence Dr. Scott went about the task of implementing the plan. However, Dr. Clark remained dissatisfied with the superintendent's performance. The Washington Post reported that:

> Psychologist Kenneth B. Clark, author of Washington School System's Reading Mobilization Plan, has resigned as a paid consultant to the city School Board. But in a letter released yesterday Clark promised that he and his staff would continue to work indefatigably to help those who want the Reading Plan carried out. In reply School Board President Anita F. Allen wrote that she is counting on Clark's promise to continue to help us. Mrs. Allen said in an interview that the Board still intends to have the Plan carried out. (December 10, 1970)

Clark's departure was definite. To this investigator's knowledge there was no further publicized contact with the Washington, D.C. School System concerning the plan. Nevertheless, two years later the Washington Post issued the following account of the status of the plan. The title of

this article was "The Clark Plan Hanging Between Possibility and Reality." Dr. Clark discussed in this interview what happened to the plan that he had drawn up for the Washington schools.

> There are some ingredients of the plan being implemented piecemeal, as there must have been in some of the schools before there was a plan. We said it was a total package, we put great emphasis on the totality of the effort...What's there now is like going out and looking at five bones and saying it's a dinosaur...
>
> "Scott is right when he said there never has been a Clark plan in the school... There's nothing wrong with the elements of the plan, but they're incomplete without the kind of committed leadership that's needed for this to take root and spread.
>
> The selection of Scott as superintendent removed the possibility of there being a grasp of the need to have a plan on a citywide basis and to have the kind of psychological support that could only come from the top leadership...He emphasized what was difficult and what couldn't be done. On the basis of his preoccupation with all that was impossible, the plan didn't have a chance.
>
> We said this can be packaged as a very positive and affirmative thing. There must be a spirit of 'can do.' I believe this was destroyed when a man comes in and says it's unrealistic. He destroyed it by negativism, double talk and ambiguity..."I'm convinced it could have gotten off the ground. If it had, there would've been some increase in the average reading and math scores by the end of the first year. I expected that by the end of the second year there would be only significant differences with the national norms...
>
> I haven't washed my hands of the plan. That would mean I've washed my hands of the kids. We will try to find some way

> to put pressure on the board and bureaucracy. There is a need for parent and community pressure, some sort of group ombudsman on the schools, and we will play a role as a catalyst in trying to get such a group off the ground.
>
> "Right now there are these pieces of the plan operating; the larger atmosphere of negativism, and confusion, and I just don't think they can work in it. The possible exception is if a particular school operates in spite of it and builds its own climate. We know that's possible. But that's not what the plan was about. We were trying to spread things that have been going on here in selected schools to the whole system...
>
> There is absolutely no such thing as the Clark plan in the schools...I'm glad the superintendent laughs at critics, I'm glad he can laugh at anything. I can't laugh at the fact that these kids are no better off now that two years ago.

The article quoted above also presented an interview with Dr. Scott. The Superintendent talked about his role in the Clark Plan evolution since October, 1970. The title of this portion of the article read: "Scott: Too Much Expected."

> My position was this, and it was a strange position to be in...and that was how to reconcile to some degree a board that had adopted a plan...You see, the plan came from the board and that was something almost improper. You don't change a major school system as large as the D.C. public schools by adopting a plan in isolation from contact with those who have got to implement it. That was a mistake.
>
> Somehow, every other week I had to keep issuing a statement that I supported the academic achievement project. I supported it in terms of implementing it in ways I thought were sound... That was my responsibility, not the

board's.

> Clark ought to be congratulated for the minimum floors, if for nothing else. It brought some standardization and continuity to our instructional program and supervisors tell me that now it's catching on...See, Clark expected too much to happen in one year. I think it's totally unreasonable what he expected.
>
> I'm not going to respond to what different people said about 'the plan is dead.' I can tell you what I think... When you mention the original Clark plan I don't know what that was... Washington Post (April 20, 1972)

And so two years after its inception the "Plan," the originator (Clark), and the implementor (Scott) continued having different views of its status and intent. During the interim many people within the system were busy organizing, testing, communicating, fighting, and planning--the system was definitely in the initial stages of moving from a state of "static equilibrium." Rogers and Svenning (1969, p. 18)

One of the roles that this investigator played in the dissemination of the plan was to work with a committee of eighteen parents from the entire city who represented the Parents for Action. My role was to develop with these parents and concerned citizens a mechanism and process which would be a model for informing parents throughout the city about the content and status of the Clark Plan. As a group they were to analyze the content of the plan and disseminate their findings to the people they represented at the local school levels.

This committee which was made up primarily of grass roots D.C. residents reflected many of the other concerns mentioned in this chapter. This group's behavior also mirrored much of the confusion and anger that was engendered by the Clark Plan. Much time and effort was spent vying for control of the group by various members. Many of

the committee members had been adversaries because of their political interests. Individuals had been--and still were--involved in funding for various programs. Their economic status, educational backgrounds and other factors led to confrontation and, in one case, actual fighting.

This committee was to be the main parent linkage from the central office to the local schools. Its proposed purpose was to involve the local school parents in the implementation of the Clark Plan. The group of people gathered never became a committee. After four Wednesday night meetings during October and November, 1970, the group disbanded.

The reasons for the discontinuance of the group were just as varied as the individuals themselves. Meetings began at 8:00 p.m. and lasted until after midnight; they were held in the central office building in the downtown area, a location where none of the members resided within walking distance. Even if the members could walk the streets, the nation's capital area is not considered safe. And so, the cost of transportation to and from the meetings was a problem. Other forces that mitigated against attendance were: babysitting problems, time away from the home, unpleasant experiences within the group, and the frustrations of the enormity of the task.

The process by which this plan was adopted continued to cause such chaos, confusion and hostility

In spite of the chaos, confusion and hostilities engendered by the mandate from the Board of Education, the system began to respond. The Superintendent established three committees:

1. Monitoring Committee-- This committee, composed of five administrators, maintained channels of communication in order to prevent procedures from hindering implementation of the design. The committee was responsible for resolving

problems of implementation brought to its attention as well as anticipating problems that may have caused delays in the implementation.

2. Assessment Committee-- The initial thrust of this committee was to study the measurement program in relation to the Design of Academic Achievement. Procedures for assessment were then developed in accord with the objectives of the Design. The long-range objective of this committee was to design assessment criteria for the overall administration and implementation of the Design.

3. Follow-Through Committee-- This committee was responsible for designing the mechanism necessary for the actual implementation of all aspects of the Design for Academic Achievement and for translating that mechanism into an operable plan of action. It was imperative that common direction and a total mobilization for instructional support be established.

Communications Model - Cycle I

One of the major problems in implementing this plan was how to communicate, interpret, clarify, and disseminate documents, policies, tasks, and philosophies to all components of the system that would be responsible for the attainment of the goals. As chairperson of the Follow-Through Committee, this investigator perceived the tasks of implementation, interpretation, and clarification as responsibilities of the local school principals. It was at this time that the committee devised a mechanism by which each elementary and junior high school principal in the entire D.C. School System would be included in a series of task-oriented meetings, called "Cycles." The cycles were designed:

---To provide an atmosphere and situation in which the elementary and junior high school

principals could communicate with each other.

---To identify personnel, materials, space, and community and college resources that would be essential to the implementation of the A.A.P.

---To identify common problems that may inhibit the execution of the A.A.P.

---To work through these problems as a group.

---To communicate to all concerned the goals of A.A.P.

---To begin the reestablishment of specific role expectations.

---To develop a master strategy for implementation of A.A.P. in individual buildings. (Each principal was to bring a completed form, School Inventory for the Academic Achievement Project. (See Appendix)

The principals were grouped according to the geographical proximity of their local schools. The larger groups were further broken down so that each "cluster" would not have more than five or six members. This strategy was used to maximize interactions within the cluster and to force an interface with schools located within a given cluster. Clusters met for two full school days.

Each cluster was assigned a facilitator; the facilitators were members of the Follow-Through Committee. With the help of the facilitator, each cluster produced an individual cluster profile. This was accomplished by leading the principals to:

---Assess their building resources (Building Profiles)
   A. Human
   B. Material (e.g., hardware and software)

---Assess instructional strengths and weaknesses
A. Utilization of test results as a mechanism to determine the range of strenths and weaknesses of the pupils
1. Reading
2. Mathematics
3. Learning disabilities

---Make use of a mechanism for looking at problems-Forced-Field Analysis (See Appendix) for complete "Feedback from In-Depth Workshop for Principals, November 9, 10, 12, 1970."

The structure of the Cycle concept in itself was an affront to the hierarchical structure of the D.C. School System. The Follow-Through Committee was comprised of former Innovation Team Members (see p. 40, Chapter II) who were TSA-15 (the designation for classroom teachers). Fear and distrust were much in evidence during the initial meeting of each new cluster. Even though hostility, fear and distrust began to diminish as the sessions wore on, in some groups, there were certain principals whose behavior remained constantly at the "immaturity" end of the continuum.

The indices of fear, distrust, and hostility were manifested in such verbalizations as:

"Where is the Superintendent?"

"Why is he making us come from our buildings for two days?"

"Who does he expect to run our buildings those two days?"

"I am getting tired of all these new programs."

"This too will pass."

"Tell the Superintendent that I am not coming to any more meetings called by Ralph Jenkins." (This investigator's notes.)*

*The nonverbals that were prevalent in many of the groups will not be delved into here since there is too much room for interpretation when dealing with such behavior.

Shein (p. 48) writes: "...defensive identification tends to occur in settings which the target has entered involuntarily and from which he cannot escape."

In spite of the initial resistance to involvement in Cycle I, there was much productive output from the various and collective clusters. As a result of the principals' interaction within clusters with their facilitators, the following goals were set:

---Principals will set up grade-level groups to study the minimum floors in reading and mathematics.

---Principals will provide opportunities for teachers to update their materials and methods of instruction in order to meet the specific objectives of the A.A.P.

---Principals will provide teachers with diagnostic techniques in reading and mathematics.

---Principals will provide staff with opportunity for sharing techniques and experiences, focusing on demonstrations and assistance from the stronger teachers to the teachers who need and ask for help.

---Principals will devote the major part of the staff meetings to in-service training in the teaching of reading and mathematics.

---Principals will secure and use competent parents and community people as resource persons, tutors, and volunteer teacher assistants.

---Principals will schedule and maintain a master plan for all school activities and programs.

---Principals will organize the reading and mathematics mobilization teams to help teachers make reading and mathematics games and other kinds of independent materials.

---Principals will maintain high expectations of teachers through frequent diagnostic assessment of pupil performance.

---Principals will encourage posting of evaluation charts and graphs in classrooms.

---Principals will insist that each teacher have a specific plan of pupil assessment.

---Principals will visit classrooms on a regular basis to offer support.

The delineation of responsibilities was essential to the initial movement toward implementation of the plan. The principals, naturally, were not the only target group, however.

Another series of workshops was designed to include the principal and two key teachers from each building. Subject-matter area specialists (math and reading) were also included. Cycle II was another step that was necessary for an effective assessment of the needs at the local school level.

Cycle II

Cycle II was held on December 2, 3, 7, 8, and 10, 1970: this was another series of workshops which involved all the principals, and the math and reading mobilization team leaders in his building. It included every elementary and junior high school in the system. The departments of reading and mathematics were invited to offer instructional assistance for this cycle. This was done in an effort to interface those components of the system in the arrangements for implementation of the plan. A workshop-station approach was utilized to give assistance in assessing instructional needs for the MOBE team leaders

and to help meet their needs in the "back-home" situation. This cycle was also designed to afford teachers and principals the opportunity to share feelings, information and skills that would be necessary for implementing the Clark Plan within their respective buildings.

Since the Clark Plan's primary aim was that of improving the reading ability of students, this cycle was organized around three phases of reading which are necessary to a well structured and sequential reading program:

1. Assessing needs

2. Setting up curriculum

3. Using materials

The following is an account of how this Cycle was conducted.

I. Diagnosis: Since diagnosis is the first step in planning a good reading program, participants were notified about the Informal Approaches to Identifying Students' Needs in Reading. The following information sources were cited as being valuable.

1. School Records

2. Informal Reading Inventory

3. Anecdotal Records

4. Daily Notes in Reading Sessions

5. Teacher-Made Tests

6. Standardized Test

Much discussion took place as to how this information could be used to group students for instruction and for referral purposes. Specific guidelines were given for interpreting Standardized Tests also, since the students had been tested and teachers have to be aware of the skills and sub-skills that had been tested before they could assess those in which students were weak or proficient.

II. Comprehensive Skills:

Participants reviewed the comprehension skills.

1. Reading to follow directions
2. Reading to find main idea
3. Reading to predict outcomes
4. Reading to answer factual, inferential and vocabulary questions
5. Skimming for information
6. Reading for meaning

Stress was placed on knowing the complete program, the logical progression and which sub-skills lead to prime skills. It was also emphasized that the most important ingredient is for the teacher to be able to identify and evaluate the weaknesses of the students so that she will be able to do diagnostic teaching.

III. Word Perception

Participants reviewed the three phases of word perception skills.

A. Visual Clues

1. Picture clues or aids
2. Sight words
3. Configuration
4. Familiar parts

B. Emphasis on Meaning
   1. Contest Clues -
      definitions, experiences
      synonyms, reflection of a mood, etc.

C. Analytical Clues
   1. Phonetic Analysis
   2. Structural Analysis
   3. Dictionary Aids

Participants were made aware of the Steps in Teaching a Skill.

1. Recognition

2. Association

3. Application

4. Combining Contest and phonetic clues

IV. Study Skills

Participants reviewed the study skills.

A. Location Skills

1. Locating information in books

2. Use of maps, charts, graphs

3. Use of library resources

4. Use of newspapers, magazines, and periodicals

B. Organization Skills

1. Note-taking

2. Listening

3. Summarizing

4. Outlining and summarizing

C. Study Methods

D. Clossary and Dictionary Usage

Emphasis was really stressed here because it was felt that many students were weak in study skills and as a result had much trouble in their later years.

Participants were shown how to teach many of the study skills listed.

V. Materials

Many varied materials were on exhibit and explained to the participants. Participants were able to see commercial materials and teacher-made materials. Participants were made aware of the role that materials play in meeting the needs of students.

VI. Mobilization (MOBE) Team

Since one important aspect of the Clark Plan dealt with MOBE Teams, participants had an opportunity to discuss what they felt the responsibility of a MOBE Team was, who should be a member of the MOBE Team and the role of each member.

The participants had an opportunity to visit a variety of areas and hear presentations and/or participate in activities that helped demonstrate the capabilities of the approaches. The participants also offered their input. This was, by no means, an attempt to re-educate the entire

system. This was meant to demonstrate and expose the participants to a wide variety of approaches to reading.

Each principal with his/her mobilization team leaders left the work sessions with the following:

---A systematic plan for action for their individual building.

---Designs for assessing materials, human resources, space, and services pertinent to reading and mathematics.

---A model for the implementation of the plan.

---Knowledge of the resources, agencies, and departments that are available for assistance in the implementation of the plan.

---A feeling of security in that he/she now had some defined directions to follow. (See Appendix for In-depth Feedback From Workshops (Cycle II).)

An analysis of the feedback data from Cycle II clearly showed that significant progress had been made in eliminating some of the problems related to implementing the Academic Achievement Plan, but there still existed a need for future in-depth training in specific areas if the Academic Achievement Plan was to be implemented effectively by those concerned with raising the reading and math levels of the students in Washington, D.C. The results of the feedback also revealed areas that still needed clarification. These were:

1. Constructing and understanding individual classroom and building profiles.

2. Formulating and operating an effective building MOBE Team that would service the general and specific needs of that building.

3. Constructing and utilizing a model classroom.

4. Understanding the importance of diagnosis in reading and math.

5. Acquiring the expertise needed to construct Learning Packages in reading and math.

6. Learning and understanding the principles and practices involved in effective leadership management.

7. Understanding the importance of the minimum floors and how to teach them in a more effective manner.

It was now necessary to develop a system of assessing how and if the delineated responsibilities were carried out. The basic problem of communication was being attacked. This basic problem was, "How does the central office systematically interpret, disseminate, and synchronize policy and plans to the field?"

Summary of Feedback from Cycles I and II

A considerable amount of data was generated and completed by principals, administrative personnel and representative teachers from within the system during the cycles. Each principal with his staff was to have completed an Interim Profile Report of his building. The documentation of the data illustrated that many of the basic problems recognized by the school staff at the building level are those problems whose solutions must involve a rather comprehensive re-thinking of organization, power and authority relationships. When summarized, the problems described at building levels in the District of Columbia, schools clustered in five major areas. Four of these were expressed by the principals, administrative personnel, and representative teachers as being in the area of organization and management.

In general, the principal viewed his role as lacking in authority to implement programs and to reprimand and

correct teacher behavior. He felt that he lacked a voice in selection of teachers in decision-making about educational programs and major educational policies. He felt that he had no control over the reward system in his school. The principal also felt that he was devoid of authority over the actual budget for his building, was not supported by sufficient staff and help for administrative and detailed duties, and that he lacked authority over personnel who came from departments within the school and central cources.

The data also indicated a second area of distress -- procurement. Ordering procedures were described as cumbersome. A long delay existed between the time of ordering supplies and their actual delivery. There were many cases where supplies never arrived. They felt that the system for maintenance and general services was inadequate.

Principals and teachers determined that the third major problem area was that of communication. Formal avenues of exchanging information were not working. The groups felt that policies were made and communicated by the press to personnel. Interpersonal, interschool, interdepartmental and inter-grade level communication were perceived as being poor. The concept that teachers, staff and administrators must continue to learn, plan and develop programs on their own time was unacceptable.

The fourth area is that of decision-making. Programs for individual buildings were not ones developed by those people involved in the implementation of the program, but were made up with rather sketchy guidelines, supposedly to be standardized throughout the city. The participants felt that mechanisms do not exist for buildings to participate in defining their own needs and solutions. In the area of decision-making, principals were unsure of their own power and consequently transferred unclear authority in decision-making rights to teachers. This is manifested by

the lack of involvement of teachers in the decision-making process, thus resulting in buildings in which decisions were not being made. There were no regularized procedures for feedback from buildings, principals, teachers or students at this time.

Information from the cycles also indicated that at the classroom and other instructional levels, the standards, guidelines, and procedures for grouping of children, instruction and assessment of the needs and strengths of students, is made at upper levels without recognition and involvement of personnel who are the implementors. It was felt that instructional decisions were made without involving the instructional staff.

The Follow-Through Committee devised several mechanisms for generating feedback from the system. Each principal had brought a completed School Inventory For The Academic Achievement Project form. (See Appendix) The purpose of this inventory was to provide information to the principal, central administration and the Follow-Through Committee as to the status of human and material resources in the buildings. This was to provide a baseline of operation for the elementary and junior high schools. All of this information was combined and graphed by wards and titled Composite Graphs of Building Profiles. (See Appendix) An Interim Building Profile (see Appendix) was designed to assess specific needs of each building in the comprehensive planning for the Academic Achievement Project; identify the stages of development in operational procedures; and provide a baseline for subsequent action.

The analysis of these data indicated that subsequent planning must be based upon the area mentioned above and include all of the personnel and departments that were to function in the implementation of the plan. Interpersonnel communication had provided a plethora of information from which to organize for further actions.

Peer Visitation Team

From February 22-26, 1971, the Follow-Through Committee was assigned the task of on-site visits to the schools by the Superintendent. The Follow-Through Committee was now the Peer Visitation Team. The team was to visit as many schools as possible to ascertain the teachers' positive perceptions of the progress toward academic excellence.

Parenthetically, the Peer Visitation Team discovered that even though the processes of data gathering, interpersonal activities, problem-solving, skills development and planning involved a portion of the system, i.e. principals, teachers, and subject-matter area specialist, a large portion of the classroom teachers and students had not been affected.

Thirty-three of the 508 teachers visited were identified as outstanding, using the following criteria:

1. Physical setting
2. Unique instructional materials and guides
3. Instructional process that is highly successful
4. Grouping mechanism or approach
5. Individualization of instruction

An analysis of the feedback from Cycles I and II indicated that the one major concern of the principal and MOBE Teams was release time--time during the work day to develop and reinforce the necessary skills for the implementation of the Academic Achievement Project (A.A.P.). Release time in the public schools of the District of Columbia requires an act by the board. At this time the Board of Education was willing to provide only one-half day (February 26, 1971) for the purpose of allowing time for the total system to communicate the specific tasks and goals of the A.A.P. A spot-check by the Follow-Through Committee indicated that many felt the half-day was spent

"tread-milling" and no instructional input resulted. The only solution to this problem was to utilize a block of time when all would be free from their daily routines -- the summer.

The May 5th Report

On March 16, 1971, the Board of Education of the District of Columbia summoned the Superintendent and his staff to a special meeting. It was at this time that the Superintendent was to give a complete report of the status of the A.A.P. The Board was quite dissatisfied with the apparent lack of progress toward the achievement of the goals of the A.A.P.

On April 1, 1971, the Superintendent was ordered to cease all responding to the board; the board was not to disrupt in any manner the progress of the system. In other words, the Board agreed upon a moratorium on meetings, public appearances, etc., during which time the Superintendent and his staff were to compile a complete report on the status of the A.A.P., the proposed plans and a calendar for the implementation of the Academic Achievement Project. The Board stressed that the report would be as specific as possible and it was to be presented on May 5, 1971.

This report placed special emphasis on the roles of the principal and the school level Mobilization Teams. For example:

> Classroom level: The teacher will develop profiles of individual students from the results of current achievement tests, and plan appropriate learning programs for individualized instruction.
>
> School level: Principals and MOBE teams will utilize classroom profiles

compiled from current student achievement tests and individual student profiles; identify appropriate organization and support at the building level, and assist teachers in planning instructional programs.

Area level: Area Assistant Superintendents, area supervisors, and Assistance Teams will compile school level profiles into area profiles as the basis for special programs and ideas which are enjoying above average success.

Central Office: The Division of Instruction with the assistance of the Division of Research, Planning and Evaluation will develop a system-wide profile of student achievement and with the assistance of all support units, provide instructional materials and other services and training for administrators and teachers.

Superintendent's Report to the Board
(June 8, 1971)

This clearly illustrated that the system was beginning to organize around the assessed needs of its students. The thrust had finally filtered down to the teachers and students. All components were to be involved in the sharing of information as to where the student, classroom, school and area were in relationship to the improvement of the achievement scores.

The May 5th report covered a full year starting at that time. Activities for this period were divided into five phases, including a Summer Leadership Training Institute.

Phase I was from May to June, 1971. This phase was considered as the Pre-Institute Activities period. Major efforts of the entire system were to be oriented towards: selection of leadership teams within each building and identification of participants for the summer workshop.

During this period of time, clusters of children with reading and math problems were to be selected from each school for participation.

Phase II of the plan was to be a Summer Institute designed to focus on leadership training and skills development with primary emphasis upon techniques of teaching, reading and mathematics. This institute will be discussed in more detail further in this chapter.

Phase III was to take place in August and September, 1971. During this phase, institute participants were to assume the responsibility of giving input for refining and completing those building level implementation plans they had begun during the Summer Institute. Each MOBE Team was to be responsible for designing, at the building level, plans for implementation and evaluation of teacher orientation activities for that school year.

Phase IV was to occur February, 1972, the next testing date, and was to be considered as the full implementation period. During this time, the Building and Assistance Teams would be responsible for total effectuation of the components of their building implementation plans. This was to be achieved by: carrying into effect the plan prepared by the Leadership Team during the Summer Institute; developing alternative methods of instruction which were to maximize pupil progress; compiling checklist information assembled into classroom, building and area reports.

Phase V, during the months of March and May, 1972, was to be considered as an evaluation and re-designing period. At this time, major attention by the Assessment Team was to be placed upon the impact of the implementation phase activities pending student achievement. Then, on the basis of that assessment, assistance and building teams would be responsible for re-designing implementation plans that would more effectively meet specific teacher and student needs.

PLANNING STAGES - THE SUMMER INSTITUTE

The Summer Institute Leadership Training Institute for principals, assistant principals, classroom teachers, and other school personnel took place in a junior high school in the upper northwest area between June 28 and July 27, 1971. The Institute was a continuation of the city-wide staff development efforts that could not be accomplished during the academic year because of lack of time.

The Institute was designed to provide participants with leadership, management training and instructional leadership training with specific emphasis on the effectuation of the Academic Achievement Plan.

In April, 1971, a planning committee consisting of representatives from various departments was established by the Follow-Through Committee and the Office of Staff Development. This group consisted of nine principals, seven reading specialists, two math specialists, one testing specialist and nine classroom teachers. This investigator was selected to facilitate the group's efforts at planning and organizing the Summer Institute.

The Planning Group set out to structure a summer institute that would be responsive to the assessed needs of the system based on the data received during the Cycles, Peer Visitation information, and feedback gathered by the departments of reading and mathematics. The group objectives determined the size, decided which students should be involved, and delineated the kinds of persons who would be involved; namely, Administrative Facilitators, Instructional Facilitators, Laboratory Teachers, School Administrators, and members of the school Mobilization Teams.

The task of getting this group to function as a team was, at best, tedious. This was the first time that a representative body of the major actors, with the feedback

had devised only the guidelines for the Institute, such as size and components. It was the task of this Institute Mobilization Team to define the format and substance of the Institute; to decide upon the relationship between the components and the role each would play in the Institute.

The principal facilitators unwittingly yielded their leadership role in the planning process when the demands to close their school buildings for the summer became too pressing. The initiative was then picked up by the persons closest to the students and therefore the most able to define participants' needs in terms of the children, namely, the Laboratory Classroom Teachers and the Instructional Facilitators. When the principals rejoined the planning group following the close of school, they were quick to accept the guidelines devised by the other members of the planning team and a situtation of shared leadership development.

The objectives of the Summer Leadership Training Institute as defined by Institute Mobilization Team members prior to the Institute were:

1. Participants will be able to construct, interpret, and use diagnostic instruments and evaluate the results of using same for prescribing individual learning experiences.
2. Participants will examine a wide variety of diagnostic instruments relating to academic achievement and learning deficiencies.
3. Participants will develop individual class and building profiles of the reading and math achievement skills.
4. Participants will be able to identify from lists provided those consultants available and effective in helping them to implement the seventeen elements spelled out by Superintendent in the A.A.P.

5. Participants will be able to effectively utilize consultants for released time or in-service activities as a part of the training within the Institute.
6. Participants will devise means or models of effectively using competition to raise the academic achievement of pupils.
7. Participants will urilize pupils' interest levels in organizing the class for instruction, and prescribing for individual differences as an institute exercise.
8. Participants will be able to examine and select appropriate tutoring programs as an institute exercise.
9. Participants will be able to observe and evaluate continuing pupil performance as an institute exercise.
10. Participants will examine and evaluate a variety of prescriptive instructional materials that meet individual learning needs.
11. Participants will construct prescriptive instructional materials that meet individual learning needs.
12. The Institute MOBE Teams will be able to assess the needs in the workshop buildings (Whittier and Rabaut).
13. The Institute MOBE Team will provide a building (Whittier and Rabaut) plan in order to improve the Instructional Program in reading and mathematics.
14. The Institute will develop a dissemination plan for prescriptive instructional materials and instrumentation and also for models of instructional leadership, procedures and content.
15. The Instructional Staff (Facilitators) of the Institute will be responsible for providing the participants the opportunity to accomplish the objectives stated above.

Some questions about the organization of the Institute were solved during the pre-planning sessions, such as the division of the participants into small working groups

called "Clusters." Some that seemed solved did not work out in practice. For example, the relationship between the three given components of the Institute--the participants, the laboratory classes, and the courses for credit--did not function as envisioned. Because of the small number of lab classes and the diversity of the participants' interests, one Cluster could not relate to a particular lab class throughout the Institute. Also, Instructional Facilitators, who had intended to function in relation to one, two, or three clusters only, changed their mode of operation and worked independently of the Clusters in an effort to reach all participants interested in their area of expertise. Other organizational problems such as the role of the facilitators and the role of the participants, were never totally clarified during the planning sessions. During the first week of the Institute both groups were confused about their roles but when it became clear that all, both participants and facilitators, were expected to contribute to the education of everyone else at the Institute, the Institute began to function more smoothly.

At the Institute participants were divided into groups of Participating Mobilization Teams by geographic areas. These groups, called "Clusters", became the basic organizational unit at the Institute. Each of the nine Clusters was headed by a Principal Facilitator from the Institute Mobilization Team. No Cluster consisted of more than 40 persons. Each Cluster met each morning to examine its goals for the day, and reassembled just before the close of each day's session to evaluate the day and plan for the next one. This was intended to encourage openess among the participants and supply immediate feedback on the Institute activities.

The Instructional Facilitators -- seven reading or language arts specialists and three math specialists -- planned and presented relevant materials to Institute participants daily. Participants, too, who wanted to share techniques with the Institute members were encouraged to schedule sessions with their Clusters or sessions open to all interested persons. The result was a very large number of mini-workshops.

A total of 286 persons attended the Summer Leadership Training Institute: 57 administrators and 229 non-administrators, from 69 elementary schools and 24 junior high schools. In all, 93 of the District of Columbia's 171 elementary and junior high schools were represented at the Institute. Table 1 shows a profile of the source and type of Institute participants.

Table 1

Summer Leadership Training Institute Profile

Level	Number of Participants			Number of Schools Represented
	Administrators	Non-Administrators	Total	
Elementary	38	178	216	69
Junior High	19	45	64	24
Other (Supervisors)	0	6	6	0
Total	57	229	286	93

The participants were selected from applications made through their schools. All elementary and junior high schools were notified of plans for the Institute and were

encouraged to send teams of persons including an administrator and MOBE Team leaders and/or members. Although individuals were permitted to enroll, teams were preferred on the grounds that one of the major objectives of the Institute was to provide participants with the experience of functioning as a team with other members of their school staffs. The target number of participants was 250, but all who applied were accepted and total enrollment reached 286.

In addition to the participants, two other groups of persons were involved in the Institute: the Institute Mobilization Team and students. The Institute Mobilization Team served as the instructional staff and consisted of Administration Facilitators, Instructional Facilitators, and Laboratory Classroom Teachers. These 34 persons were selected to participate in the Institute in a variety of ways. Administration Facilitators were chosen by their peers. The Instructional Facilitators and Laboratory Classroom Teachers were recommended by various departments within the Division of Instruction.

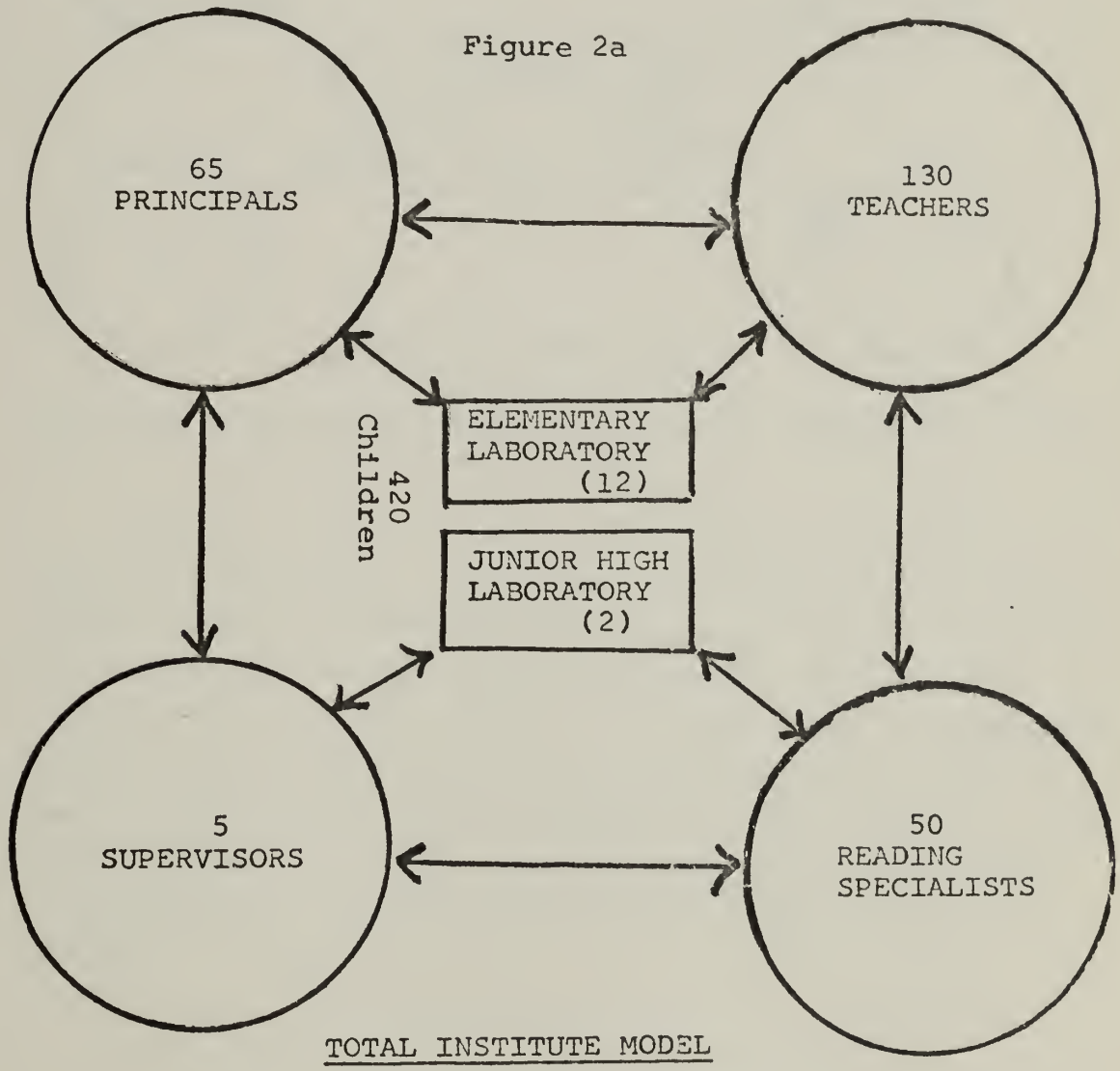
Students who attended the Laboratory Classes were chosen through their schools. Principals were asked to recommend children in grades 1 through 7 who were performing at least two years behind grade level in their reading and/or math skills. Since there were no funds available for transportation, students were selected from schools within walking distance. Some parents, teachers and principals, however, formed car pools to transport some students from their schools or neighborhoods that they felt might benefit from the program.

A number of consultants were called in to help develop certain aspects of the leadership/management training. Their sessions were open to a limited number of participants who were then to share the information

with the other members of their Clusters. (see Chart I)

Laboratory classes were conducted simultaneously with the Institute workshops. (see Figure 2a) Four elementary classes--three primary and one intermediate--were housed at Whittier Elementary School, located a few blocks from the Rabaut Junior High School where the bulk of activities were carried out. Four classes--two intermediate and two junior high--were housed at Rabaut. Approximately 150 students participated in the eight classes.

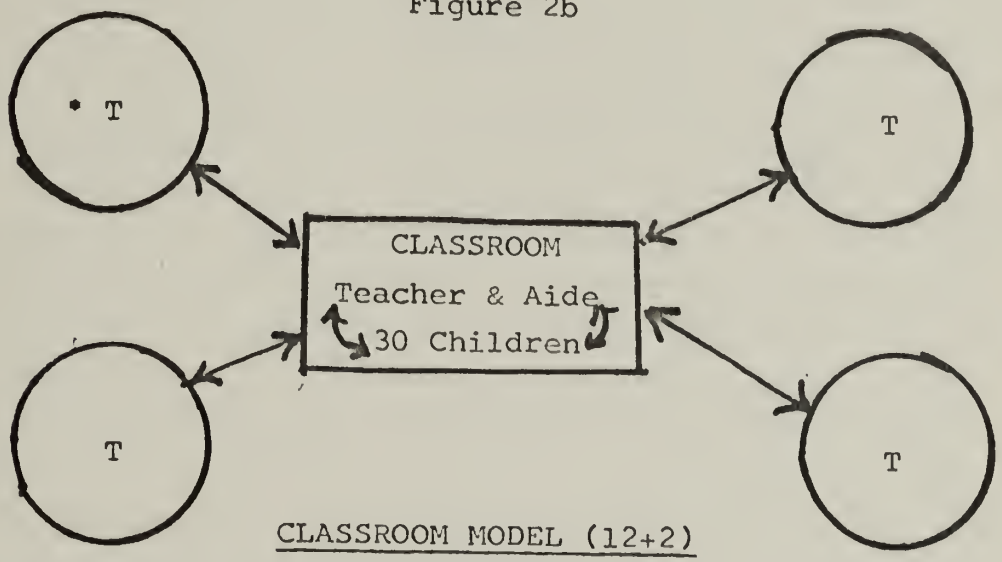
Figure 2a



TOTAL INSTITUTE MODEL

The team teaching approach was used in all classes except the ungraded primary, each class being covered by both a reading specialist and a math specialist. Institute participants visited the classrooms at scheduled times to observe and to participate in the teaching efforts. (see Figure 2b)

Figure 2b



CLASSROOM MODEL (12+2)

*T = Team = Principal, Aide, Supervisor, Reading Specialist, Mobe Team Leader/Member.

Chart I on the following pages gives an overview of the Institute activities. The chart was developed from participants' Daily Evaluation Checklists, a piece of the evaluation plan which guided Cluster members to list and then evaluate their goals each day. On Chart I an "X" appearing below a given date indicates that on that day at least some institute participants engaged in that activity. From this picture of the activities offered by the Institute, it is clear that a few received more emphasis than the others.

During the first two weeks participants spent much of their time discussing the concept of a mobilization team and constructing criterion-referenced diagnostic test items. At the same time three other main activities which were pursued throughout the conference were getting underway: the construction of class and building profiles, group work within the Cluster, and the construction of learning packages. These five activities along with the visitations to the Laboratory Classrooms constituted the core of the Summer Leadership Training Institute curriculum.

Other activities offered one to three times during the course of the last three weeks gave depth to the Institute and enabled participants to pursue what concerned them most. It is important to note that the number and variety of activities offered on any one day increased as the Institute proceeded. The number of activities pursued during the third week of the Institute was twice that of the first week. All participants were exposed to the same basic information and experience and then they were able to branch out into activities of their own choosing.

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
1. Develop guidelines for diagnosing reading, math needs	X			X					X	X						
2. Discuss MOBE Team Concept: function, role, purpose	X		X	X	X	X	X	X								
3. Instruct criterion referenced diagnostic test items		X	X	X	X	X	X	X								
4. Analyze A.A.P. components		X	X													
5. Clarify Institute objectives		X				X										
6. Form Participating Mobilization Teams		X														
7. Study Behavioral change process			X													
8. Examine diagnostic instruments; format, informal		X	X				X									

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES (CONTINUED)

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
9. Construct profiles: classroom, building			X	X	X	X	X	X	X	X	X	X	X	X		
10. Analyze A.A.P. reading test: Mrs. Boisclair			X	X	X											
11. Discuss criteria for course credit at institute			X	X	X											
12. Cluster group work			X	X		X	X	X		X		X		X		
13. Construct learning packets				X	X	X	X	X	X	X	X	X	X	X		
14. Evaluate results of diagnosis in Institute classrooms					X		X									
15. Discuss individualizing instruction					X			X				X				
16. Visit Institute laboratory classes					X	X		X	X	X		X	X	X		

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES (CONTINUED)

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
17. Examine use of SRA kits					X											
18. Discuss administrative accountability					X											
19. Principals meet with Dr. Scott					X											
20. Write behavioral objectives					X	X										
21. Study management of organizational behavior: Drs. Blanchard, Hersey							X	X								
22. Examine Croft Program: word attack skills								X	X	X						
23. Write prescriptions									X	X						
24. Study audio-module techniques: staff development									X	X						

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES (CONTINUED)

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
25. Plan instructional programs for math									X							
26. Analyze teacher-made tests									X							
27. Examine plans for city-wide A.A.P. assessment: Dr. Linkowski									X	X						
28. Examine speed-reading techniques										X			X			
29. Dr. Millard										X	X					
30. Learn about "Read-on" program											X	X				
31. Discuss Federal monies: Dr. Mims											X					
32. Teaching phonics											X		X			
33. Learn about reading in the content areas											X	X	X	X		

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES (CONTINUED)

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
34. Learn about Random House books based on minimum floors											X					
35. MOBE Team organization: presentation from one school												X				
36. Discuss special education program: Dr. Johnson												X				
37. Examine math learning devices												X				
38. Discuss note taking												X				
39. Examine classroom organization: token economy												X				
40. Discuss expectations for implementation of A.A.P.													X			
41. Share learning devices and instructional aids													X	X		

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES (CONTINUED)

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
42. Work on individual projects													X			
43. Examine learning stations concepts													X			
44. Learn about theatre games														X		
45. Learn about reading and math games and devices														X		
46. Learn about machines and learning														X		
47. Observe math display														X		
48. Evaluation of Cluster goals															X	
49. Complete materials for Cluster exhibits															X	

CHART I

OVERVIEW OF INSTITUTE ACTIVITIES (CONTINUED)

INSTITUTE ACTIVITIES	WEEK I				WEEK II				WEEK III					WEEK IV		
	6/29	6/30	7/1	7/2	7/6	7/7	7/8	7/9	7/12	7/13	7/14	7/15	7/16	7/19	7/21	7/22
50. Learn about tutoring programs														X		
51. Visit exhibits in other Cluster rooms														X		

The Institute Program:

The Institute program consisted of four components:

1. Seminars and workshops open to participants by level (i.e. principals, classroom teachers, etc.)
2. Seminars and workshops open to all participants
3. Laboratory experiences (practicum) in Institute classrooms
4. Mini-workshops (provided by any participant who felt that he had something to offer)

Various seminar and workshop activities were scheduled throughout the Institute and participants were free to select those activities most relevant to their needs. Scheduled visits to the laboratory classrooms were limited by the large number of Institute participants and by the relatively small number of students in each class.

Each participant received four (4) graduate credits from D.C. Teachers College for meeting performance criteria for work done at the Summer Institute, two (2) credits in "Instructional Leadership," and two (2) in "Leadership/ Management for Staff Development." Performance criteria and attendance requirements for successful completion of the courses were established by the Institute participants and Facilitators in conjunction with college officials.

Figure 2a, Total Institute Model, illustrates how Administrative Facilitators, teachers, supervisors and reading and math specialists were to interact with the elementary and junior high laboratory rooms. This model was designed to bring about a maximum amount of communication of skills and experience between the cluster and the classroom. Figure 2b shows how four teams may work in a collaborative effort in one classroom.

This design was developed in an effort to meet the individual needs and interests of each participant, facilitate as much human and material interaction as possible, and provide a laboratory setting with students. Many of the participants felt "robbed" because they were unable to avail themselves of every experience. The intent of the design was to test employ a Multiplier-effect-Model, which was to be utilized in each cluster; that is, a participant or representative number of members from each cluster was to attend a particular activity and then return to the cluster and devise a mechanism through which he could transfer the knowledge, skills or feelings to those who may have been interested. Opportunities to do this were a part of each day's cluster activities.

This was difficult - the rationale for the deployment of the Multiplier-effect Model was twofold: (1) it was impossible during the four-week period to involve everybody in all of the activities; (2) to make participants responsible for taking experience back to the clusters forced decision-making, planning and sharing. This system provided some participants with their first peer leadership opportunities.

Chapter III has presented an overview of A Possible Reality: A Design for Attainment of High Academic Achievement for Students of the Public Elementary and Junior High Schools of Washington, D.C.--The Clark Plan. This chapter documented in full detail the thirty-six requisites that Dr. Clark felt would be necessary for the full implementation of his proposed plan.

The thirty-six requisites were distributed under the following educational components: curriculum, educational personnel (teachers, supervisors, administrators, counselors, educational aides and tutors); parents and other significant adults; students and peers, the nature of governance,

administrative and organizational structure and supports; and the quality, atmosphere, human climate, perspective and philosophy of the school and the educational system of which it is part.

Chapter III has also documented the five phases that the Washington, D.C. Public School System developed in its effort to implement the Clark Plan. Special emphasis was placed on Phase II (a Summer Leadership Institute) in that this was to have been the system's major concentrated effort at preparing its personnel for full implementation during the school year 1971-1972. Chapter IV will present a complete evaluation of the Summer Leadership Institute.

CHAPTER IV

AN EVALUATION OF THE SUMMER LEADERSHIP/MANAGEMENT AND SKILLS DEVELOPMENT INSTITUTE

All of the persons involved in the Institute -- Institute MOBE Team members, participants, and students -- had the opportunity to respond to evaluation instruments at some time during the course of the Institute, some only once, some many more times depending upon the scope of the information being sought.

The Evaluation Plan

The purpose of the evaluation was to assess the extent to which the four-week Summer Leadership Training Institute met the objectives set for it by the Institute MOBE Team. Also assessed was the success of the summer Leadership Training Institute in terms of its impact on the participating principals, assistant principals, classroom teachers and other school personnel. The evaluation also concerned itself with the reaction of the students to the Laboratory Classes. This investigator observed the process of the Institute from the first planning meeting of the Principal Facilitators through each day of the Institute itself.

To elicit information about the Institute, the evaluation and institute staffs used techniques of observation and instrumentation. In addition to eliciting information about the process and product of the Institute, the evaluation procedures were designed to illustrate to participants ways in which they could use evaluation techniques for discovering the attitudes and needs of staff members and for planning strategies of action in their own school buildings.

The instruments used in the evaluation were:

1. Daily Evaluation Checklist (Participants)
2. Weekly Evaluation Checklist (Participants)
3. Student Checklist
4. Participants Final Evaluation Instrument
5. Facilitators Final Evaluation Instrument
6. Laboratory Teachers Final Evaluation Instrument
7. Observation Checklist (Evaluators)
8. Post Data Questionnaire Sample
9. Random Interviews

The instruments and their purposes are described in Chart II on the following two pages. It is important to note that the collection of the daily feedback information depends on the Administrative Facilitator, namely the principal in charge of a cluster. The results of the Daily Evaluation Checklist have not yet been analyzed because the instrument was designed primarily as immediate feedback to the Cluster leaders and members about the relevance and effectiveness of a given day's activities. However, the goals listed on these forms have been compiled and have been presented in Chart I earlier in the study. (See Appendix B for the Daily Evaluation Checklist.) An additional instrument, an open-ended Weekly Feedback Sheet, was also developed by the Institute Mobilization Team. This instrument was administered weekly in the Clusters. This data has been tallied and the results are analyzed on page 101. (See Appendix D.)

The data from these several questionnaires will be tallied and analyzed later in this chapter. On the assumption that the real test of the Institute's success would come during the 1971-72 school year as the participants

CHART II

PROCESS EVALUATION PLAN FOR SUMMER LEADERSHIP TRAINING INSTITUTE

WHAT	WHO	WHEN	WHY	HOW
Daily Feedback	Participants and Institute MOBE Teams	a. Pick up feedback sheet each morning in cluster room b. Return form completed to feedback box in cluster room at end of each morning	To provide feedback on the following day of progress toward goals of previous day	Administrative Facilitator is responsible for seeing that: a. his cluster cooperates b. the papers are tallied c. feedback is displayed next morning
Weekly Feedback	a. Participants and Institute MOBE Teams	Each Friday at 12:15 in cluster rooms	To provide feedback on process and product of weekly experiences	Administrative Facilitator administering cluster
	b. Lab Teachers			
	Student Participants	On the 2nd and third Friday of the Institute in their classroom	To provide feedback on attitudes toward weekly experiences	Lab Teachers administer in classroom

CHART II (CONTINUED)

PROCESS EVALUATION PLAN FOR SUMMER LEADERSHIP TRAINING INSTITUTE

WHAT	WHO	WHEN	WHY	HOW
Final Institute Evaluation	All participants are facilitators	Final day of Institute	To contribute to the assessment of the Institute	Administered in clusters by Administrative Facilitators
Feedback Board	Anyone	Anytime	To permit anyone to make comments on any aspect of the Institute, visible to others	Feedback Board posted in each cluster room for people to write on

*Note: Daily and Weekly Feedback are contingent upon the completion of required instruments and the provision of adequate personnel to tabulate responses.

attempted to implement the Academic Achievement Project on September 1, 1972, a questionnaire was sent to a sampling of fifty of the Institute participants. (See Appendix J.)

Weekly Evaluation Checklists

A Weekly Evaluation Checklist designed by the Departments of Research and Evaluation of the Division of Planning, Research and Evaluation was sompleted by Institute participants in their cluster groups each Friday of the Institute except the final one. (See Appendix C.) Participants were asked to indicate the extent to which certain aspects of the Institute had been accomplished during that week, the participants made the responses shown in Table 2. The responses of the administrative participants and the non-administrative participants were tallied separately, but have been combined in the presentation in Table 2 because there were no significant differences in the item means of the two groups.

According to the data presented in Table 2, the total group mean on all items except number 4 increases from week to week, showing that the participants' response to various aspects of the Institute became progressively more positive. Statement number 4 has been omitted from the total because on this item the higher the point score, the more dissatisfied were the participants with the offerings of the Institute. Therefore, the responses to item 4 will be discussed separately. The mean responses for only two of the nine items included in the total mean failed to increase each week. The mean response remained the same for two weeks in a row for item 8, about cooperation within Participating Mobilization Teams, and for item 5, about usefulness of the teaching techniques demonstrated in the lab classes.

TABLE 2
Participants' Responses to
Weekly Evaluation Checklist

Statement	Week	Item Mean	2.5-3.0 Totally	1.5-2.4 To A Great Extent	.5-1.4 To Some Extent	.0-.4 Not at all	Total Responding
1. The Institute is meeting my individual needs relative to the objectives of the Institute.	1	1.2	2	57	105	27	191
	2	1.6	11	98	86	1	196
	3	1.8	18	120	59	0	197
2. I am satisfied with the organization and structure of the Institute	1	1.1	11	51	99	46	207
	2	1.5	13	19	90	12	194
	3	1.7	24	90	83	1	198
3. I am pleased with the skills and knowledges gained in cluster workshops	1	1.4	12	68	85	21	186
	2	1.8	28	89	74	2	193
	3	2.0	50	105	38	2	195
4. I feel the Institute attempts to cover too much material in too short a time.	1	1.0	14	40	61	72	187
	2	1.1	11	49	69	62	191
	3	1.2	16	46	85	47	194
5. I think the teaching techniques demonstrated in the laboratory classrooms will be useful to me	1	1.5	7	59	35	14	115
	2	1.7	15	80	48	9	152
	3	1.7	24	82	63	6	175
6. I think the Institute objectives are being met.	1	1.4	11	64	72	20	167
	2	1.5	14	69	83	3	169
	3	1.7	17	107	63	2	189
7. I am happy with the exchange of ideas at the Institute.	1	1.8	41	79	68	8	196
	2	2.0	50	102	36	2	190
	3	2.2	64	113	23	1	201
8. I think there is cooperation among the members of my Participating Mobe Team.	1	2.3	75	85	21	0	181
	2	2.3	85	87	22	0	194
	3	2.5	102	82	9	0	193
9. I think there is cooperation among Participating Mobe Team in my cluster.	1	2.2	66	89	27	0	182
	2	2.3	69	79	30	0	178
	3	2.5	102	77	15	1	195
10. I am pleased with the direction being provided by the Institute Mobe Teams.	1	1.5	17	71	67	17	172
	2	1.7	32	75	75	9	191
	3	1.9	43	102	59	2	206
Total Group Mean on All Items Except No. 4	1	1.6					1597
	2	1.8					1657
	3	1.9					1749

It should be noted, however, that while the mean response to item 8 remained the same from the first to the second weeks, it was also the highest mean response both weeks. The mean responses to item 5 remained static from the second to third week, possibly because participants actually decreased their involvement with the lab classes as the number of other activities at the Institute increased. Chart I on pages 85-91 has shown that the number of Institute activities doubled from the first to the third weeks. It is also interesting to note that each week the fewest number of participants responded to item 5. This indicates that fewer had opinions about the lab class techniques and suggests that participants were not availing themselves of the lab class experiences to the extent that had been originally envisioned by the Institute Planning Team.

Of the nine aspects of the Institute included in the "total group mean," participants thought after the first week that five had been achieved "to a great extent" and four had been achieved "to some extent." By the end of the second week the item mean for the two statements concerning the development of cooperation among Institute participants had moved into the "totally" achieved category. These results clearly indicate that the participants responded positively to the Institute and that the Institute yielded positive results in its effort to get people to work together and to work as a team. These results accurately reflect the exuberance and unity observed by this investigator during the final days of the Institute and at the closing ceremonies on the final day.

The final day of the Institute was filled with much excitement and at times the assembly hall at Rabaut took on the tone of a football prep assembly. Each cluster sat in a chosen part of the assembly hall. The Administrative

Facilitator introduced each member of the cluster, at which time he presented a Certificate of "AWARD." (See Appendix I.)

The enthusiasm at receiving a certificate was enormous. People cheered, hooted and clapped when names were called. An atmosphere of joie de vivre pervaded the auditorium. There was joking, spontaneity of laughter, hugging and singing. One member of the cluster had even written a song about the experience. (See Appendix H.)

Overall, the responses to the Weekly Evaluation Checklist indicates that the participants had a positive attitude toward the Institute at the end of the first week and that that positive attitude increased as the Institute progressed. Initially the participants made somewhat low responses on the statements about skills gained in Cluster workshops, teaching techniques demonstrated in the lab classes, and about the Institute meeting individual participants' needs and meeting Institute objectives. But the mean response to these items increased over the second and third weeks of the Institute, indicating that these aspects of the Institute became more effective over time.

Weekly Feedback

Table 3 shows the responses of participants to five open-ended statements given to them to complete each week in their Cluster groups. (See Appendix D.) An average of 119 participants completed the form each week, or 52 percent of the total number of participants. The number of respondents for which data exists varies because of: (1) variations in attendance; (2) variations in the number of Clusters actually completing the form each week. Nevertheless, certain trends become apparent from the available data.

Table 3

Participants' Responses To Weekly Feedback Sheet

Responses	Week 1 R=119		Week 2 R=84		Week 3 R=121		Week 4 R=152	
	No.	% of R	No.	% of R	No.	% of R	No.	% of R
1. I came to the Institute expecting to:								
a. get guidelines for implementing the AAP	27	23	22	26	22	18	17	11
b. get help in teaching reading	18	15	0	---	0	---	0	---
c. get help in teaching math	15	13	16	19	0	---	0	---
d. get help in organizing and working with Mobilization Teams	13	11	12	14	8	6	11	7
e. get more leadership/management skills for staff development	10	8	0	---	6	5	7	5
f. get useful materials to take back	9	7	10	12	23	19	54	36
g. get what I am getting	0	---	0	---	9	7	0	---
h. spend more time preparing profiles and learning packages	0	---	0	---	0	----	10	7
i. other (fewer than 6 responses)	20	17	11	13	6	5	2	1
j. no response	7	6	13	15	47	39	51	33
Total	119	100	84	99	121	99	152	101
2. I feel that this week:								
a. has been most helpful, productive	57	48	45	54	107	88	138	91
b. was wasted; a total loss	10	8	0	---	0	---	0	---
c. of little value	18	15	0	---	0	---	0	---
d. boring, confused, disorganized	14	12	0	---	0	---	0	---
e. roles unclear	9	7	0	---	0	---	0	---
f. better organized than first week	0	---	9	11	0	---	0	---

Responses	Week 1 R=119 No.	Week 1 % of R	Week 2 R=84 No.	Week 2 % of R	Week 3 R=121 No.	Week 3 % of R	No	
g. has been helpful in defining Mobe Team roles	0	---	7	8	0	---		
h. was directed	0	---	6	7	0	---	0	
i. other (fewer than 6 responses)	7	6	23	27	4	3	6	4
j. no response	4	3	10	8	10	8	8	5
Total	119	99	90	107	121	99	152	100
3. I did not get much out of:								
a. anything	9	7	0	---	0	---	0	---
b. testing sessions	6	5	0	---	0	---	0	---
c. cluster rap sessions	7	6	0	---	0	---	0	---
d. reading presentations	18	15	0	---	0	---	0	---
e. profile demonstrations	0	---	7	8	0	---	0	---
f. other (fewer than 6 responses)	15	13	17	20	23	19	10	7
g. no response	64	54	60	71	98	81	142	93
Total	119	100	84	99	121	100	152	100
4. I got a lot out of:								
a. profile discussion and construction	9	7	20	33	0	---	0	---
b. reading sessions	18	15	12	14	16	13	13	8
c. math sessions	41	34	28	33	19	16	20	13
d. discussions of Mobilization Team functions	8	7	9	11	0	---	0	---
e. constructing test items	0	---	8	10	0	---	0	---
f. nothing	7	6	0	---	0	---	0	---
g. classroom observations	0	---	0	---	7	6	0	---
h. making instructional packages	0	---	0	---	17	14	15	10
i. the assessment report	0	---	0	---	9	7	0	---

Responses	Week 1 R=119		Week 2 R=84		Week 3 R=121		Week 4 R=152	
	No.	% of R	No.	% of R	No.	% of R	No.	% of R
j. Dr. Johnson's presentation	0	---	0	---	11	9	0	---
k. all sessions	0	---	0	---	33	27	33	22
l. leadership sessions	0	---	0	---	0	---	14	9
m. displays; sharing	0	---	0	---	0	---	11	7
n. cluster activities	0	---	0	---	0	---	18	12
o. visit to 'home' school	0	---	0	---	0	---	10	7
p. other (fewer than 6 responses)	22	18	23	27	19	16	6	4
q. no response	14	12	0	---	0	---	4	3
Total	119	99	100	118	131	108	152	100
5. This week I wish the Institute would provide:								
a. a fixed schedule	15	13	0	---	0	---	0	---
b. more classroom observations and demonstrations	13	11	8	10	0	---	0	---
c. more help with learning packets	11	9	0	---	0	---	6	4
d. methods for organizing working with Mobe Teams	9	7	0	---	0	---	0	---
e. more time for making materials	7	6	26	31	17	14	0	---
f. more reading information	7	6	0	---	0	---	0	---
g. examples of individualized instruction	6	5	0	---	0	---	0	---
h. more work with profiles	6	5	0	---	0	---	0	---
i. more math materials and instruction	6	5	0	---	0	---	0	---
j. more of the same	0	---	0	---	9	7	0	---
k. rest	0	---	0	---	0	---	9	6
l. stipend	0	---	0	---	0	---	8	5
m. other (fewer than 6 responses)	11	9	37	44	40	33	26	17
n. no response	28	24	13	15	55	45	103	67
Total	119	100	84	100	121	99	152	100

According to the responses to open-ended statement 1, there were four or five main expectations which the participants had for the Institute. The importance of each expectation varied from week to week. During the first week the participants' interests focused around the implementation of the A.A.P.; they expected to get help in teaching reading and math, both basic to the A.A.P. All of these expectations diminished in intensity as the Institute progressed, probably because they were being fulfilled adequately.

Another expectation, namely getting useful materials to take back to the buildings, increased in intensity as the Institute progressed. By the final week this expectation became more pressing than had any other single expectation throughout the Institute, with 36 percent of the respondents citing it. This reflects the momentum that developed for creating worthwhile and innovative teaching aids during the Institute and marks what for the participants was actually not an anticipated outcome, but one which was totally acceptable to them.

In completing the open-ended statement 2, "I feel that this week...," 48 percent or more of the respondents each week made comments indicating that the week had been "productive" or "helpful." By the final week, this reaction came from 91 percent of the respondents. However, at the end of the first week of the Institute, 42 percent of the respondents made some negative statement about the Institute: it was a waste of time, of little value, boring, disorganized, etc. This reaction was neither surprising nor disappointing despite the pre-planning by the Institute Mobilization Team. No one, neither staff nor participants, could have predicted exactly what would happen that first week. As has been discussed before, it had been difficult

for the Institute Facilitators to reach conclusions about the course of the Institute.

Initially, the relationship between the components and the role of each participating group was vague. During the first week, however, these aspects of the Institute were becoming clarified in practice. Several changes in procedure had to be made in response to the needs of the moment. Also, the participants were becoming adjusted during the first week to the fact that the Institute was designed not to give answers, but to allow participants the opportunity to explore, with other participants, paths toward solutions. In this sense, the frustrations of the first week were necessary and served a useful function, in that they made participants evaluate their roles both in the Institute and in their buildings. All of the negative comments ceased after the first week.

Each week more than half the respondents left a blank following the open-ended statement 3, "I did not get much out of...". This indicated that they felt they were getting something out of whatever was going on. This can be interpreted as a very positive reaction to the Institute as a whole in view of the fact that, in the first week, 46 percent (more than in any other week) the respondents made responses to this statement.

This is consistent with the dissatisfaction participants registered by their responses to statement 2. Reading instruction was the area which dissatisfied the largest number of participants, and yet only 15 percent of the participants cited this area, and only after the first week. To accommodate the individual interests of participants, the reading specialists changed their instructional procedures. Instead of limiting their presentations to one or two Clusters, they opened their presentations to any

interested participants. Then this dissatisfaction disappeared. The category "other" has a fairly high percentage of responses each week indicating that whatever dissatisfactions did exist during the Institute tended to be individual reactions to specific situations rather than total group responses to aspects of the Institute as a whole.

The responses to open-ended statement 4 of Table 3, "I got a lot out of...", show that the mathematics presentations were considered valuable by the greatest number of participants each week. The reading sessions, too, were cited throughout the Institute as worthwhile. In fact, it should be noted that following the first week of the Institute, the same number of participants reflect the activities offered during a given week. (See Chart I on pages 85-91 .) For example, "making instructional packages" was mentioned as useful following the last two weeks only, but it was only during the last two weeks of the Institute that this activity was emphasized. It is significant that very few participants left statement 4 blank; they did this only after the first week. This again supports the idea that the participants' attitude toward the Institute experiences was on the whole extremely positive.

The final statement on the open-ended form sought suggestions for relevant Institute activities. The responses gave little direction to Institute planners, but supported the direction that the Institute was taking. Each week, except the second, a substantial percent of the participants made no response. Again, a substantial percent each time made responses cited by five, or fewer, participants, indicating individual rather than group reactions. Otherwise, most of the suggestions were made at the end of the first week and then dropped, presumably because these needs were met during the course of the

Institute. It is important to note that the single most pressing need revealed by this open-ended statement was "more time for making materials." This concern peaked during the second week with 31 percent registering this desire. That no one indicated this wish during the final week reflects participants' satiation with making materials which were displayed on the final days of the Institute. In addition, the same number wished for more time to make materials following the third week as indicated that they had "got a lot out of" making materials.

The aggregate attitude toward the Institute that emerges from the data compiled in Table 3 from participants' responses to five open-ended statements is a positive one. After feeling a measure of frustration during the first week of the Institute, the participants seemed to think the experiences of the Institute were rewarding and beneficial. Very few had complaints about the content (statement 3) and few commented that their needs were not being satisfied by the Institute (statement 5). On the other hand, the participants indicated by their responses to statement 4 that they were "getting a lot out of" the Institute activities offered each week. We can conclude that the participants' expectations for the Institute as revealed in statement 1 were being fulfilled and that the participants considered the Institute a worthwhile experience.

Student Checklist

The eight classes conducted in conjunction with the Summer Leadership Training Institute -- four at Whittier and four at Rabaut -- met for a total of 17 days. With diagnosis taking most of the first and last few days, the actual instruction time was limited. Therefore, it was unrealistic to expect measurable progress in the pupils'

performance during the Institute. However, because the lab class teachers were using innovative teaching techniques with the children, who were below grade level in either reading or math or both, it was important to know how the pupils reacted to the lessons. A questionnaire designed to measure the students' attitudes toward the Institute classes was administered to the pupils by their laboratory class teachers on the second and third Fridays of the Institute. (See Appendix E.) Students were asked to answer "Yes" or "No" to the following ten statements:

1. This week we did some interesting things.
2. I could understand what was going on this week.
3. The work we did this week was more enjoyable than the work we did during regular school.
4. I learned a lot about reading this week.
5. This week I learned a lot about math.
6. Because of this Institute I feel I will be a better reader.
7. Because of this Institute I feel I will be a better student in math.
8. The work this week was too easy.
9. I learned some things from the different teachers who came into our classroom to help us.
10. I feel I am working very hard this summer.

In the primary and intermediate classes, the teachers read the ten statements aloud and had the students check the appropriate column. The junior high students read the questionnaires themselves.

Table 4 on the next page shows the aggregate response by level to the 10 statements on the questionnaire. (For an item by item breakdown of the students' responses, see Appendix E.) A positive attitude toward the classes was indicated by a "Yes" response to all the statements except

Table 4

Summary of Responses to Student Checklist
Weeks 2 and 3

Level	No. of Students Responding		No. Positive Responses (all 10 items)		No. Negative Responses (all 10 items)		Total No. Responses (all 10 items)		Positive Attitude Index			Rank (highest t lowest)	
	Week 2	Week 3	Week 2	Week 3	Week 2	Week 3	Week 2	Week 3	Week 2	Week 3	Aggre-gate	Week 2	W
Primary (Whittier)	65	54	490	450	126	88	616	538	80%	84%	81%	2	
Intermediate (Whittier)	27	27	227	242	39	28	266	270	85%	90%	88%	1	
Intermediate (Rabaut)	28	24	188	176	89	64	277	240	68%	73%	70%	4	
Junior High (Rabaut)	29	30	225	241	65	59	290	300	78%	80%	79%	3	
Grand Total	149	135	1130	1109	319	239	1449	1348	78%	82%	80%		

number 8. Therefore, in the analysis, the "No" responses to number 8 are included in the category "positive responses." The "attitude index" is a ratio of the number of positive responses from a given set of students to the total number of responses of that group. It is an index of the degree to which the given group of students had a positive attitude toward the Institute laboratory classes.

At the end of the second week of the Institute, that is, following seven teaching days, 149 students, ranging from second grade through junior high school, responded to the Student Checklist; 135 completed the form at the end of the third week. Almost three-fourths or more of the students at each level had positive attitudes toward the Institute classes. The Aggregate Positive Attitude Index for all the students was 80 percent. The Positive Attitude Indexes for each group of students increased from the second week to the third week. This suggests that the students were getting used to the teachers, their classmates and the approach to schoolwork that they were being offered. The group that had the highest Positive Attitude Index both the second and third weeks was the intermediate group at Whittier. These children were being taught by a team of three teachers -- two reading and one math.

The pace for teaching was fast, never leaving a moment for the child's attention to wander. Grouping based on skill needs was used as a technique for individualizing instruction. The group with the second highest Positive Attitude Index was the primary group at Whittier. The junior high school students and the intermediate students at Rabaut followed in that order in terms of the positiveness of their attitude toward the classes.

The items to which the most students of each group responded positively are noted in Table 5, as are the items to which the fewest number of students in each group responded positively.

Table 5

Summary (Item Analysis) of Responses to Student Checklist Showing Items Having Highest and Lowest Positive Attitude Index, By Level

Level		Highest Positive Attitude Index		Lowest Positive Attitude Index	
		Week 2	Week 3	Week 2	Week 3
Primary (Whittier)	Item No.	7	6	2	2
	%	(98%)	(98%)	(77%)	(79%)
Intermediate (Whittier)	Item No.	2	1,7	9	2,9
	%	(96%)	(100%)	(67%)	(85%)
Intermediate (Rabaut)	Item No.	5,7	5,10	9	9
	%	(89%)	(92%)	(22%)	(42%)
Junior High (Rabaut)	Item No.	1	1,3	9	9
	%	(93%)	(93%)	(38%)	(33%)

Eight of the ten items received the "most positive" response from one of the four groups of students at the end of either the second or third weeks. Students in three of the four groups -- Primary, Intermediate (Whittier) and Intermediate (Rabaut) -- responded most positively at one time or another to item 7: "Because of this Institute I feel I will be a better student in math." The Intermediate group at Rabaut registered an equally positive attitude toward number 5: "This week I learned a lot about math." We can conclude that although the Intermediate group at Rabaut had the least positive attitude toward the Institute classes, they had strong positive attitudes toward the mathematics instruction they were receiving. Two groups -- Primary and Junior High -- responded very positively to the statement "This week we did some interesting things," number 1. In fact, the junior high students responded most positively to this statement at the end of both the

second and third weeks. Four other statements were responded to most positively by one of the four groups. Ninety-eight percent of the primary students at the end of the third week thought they would be better readers because of the Institute. Ninety-six percent of the Intermediate students at Whittier agreed with the statement that they could understand what was going on (statement 2). Of the Intermediate students at Rabaut, 92 percent responded positively to the statement, "I feel I am working very hard this summer" (statement 10). Ninety-three percent of the junior high students at Rabaut agreed that the work they were doing in the Institute classes was more enjoyable than the work they had been doing during the regular school year.

While the statements to which the students responded most positively varied from week to week and from group to group, the statements which received the lowest positive rating, that is the statement to which they responded most negatively, were more uniform. For the primary students, statement 2 received the most negative responses each week: "I could understand what was going on this week." Yet it is important to note that the negative responses came from less than one-fourth of the group each time -- 23 percent and 21 percent, respectively. In the other three groups the students had the least positive response each week to the statement, "I learned some things from the different teachers who came into our classrooms to help us." In the case of the Intermediate group at Whittier, the negative response, while higher than on any other statement, was made by only 15 percent of the students. But the students housed at Rabaut -- both Intermediate and Junior High -- had more than 50 percent negative responses to this statement each week and as many as three-fourths of the Intermediate students responded negatively to this statement following the second week of the Institute.

From the students' point of view, too, it is clear that the Institute participants were not actually in the classrooms working with the children as had been initially envisioned by the Institute facilitators. As a result, the students had little contact with the participants and so could not have learned anything from them. It is unfortunate that the Institute participants had few chances to observe the demonstration classes and to try out new techniques. These experiences were relegated to secondary importance in comparison with the scheduled Institute activities. Circumstances also made it impossible for the relationship between the classes and the Institute itself to function as had been planned. There were about one-half as many classes as had been anticipated. This limited the amount of time any one individual could be in the classroom observing or participating. It was impossible for a participant to follow a class through a week of activities, for example, if other participants were to have a chance to observe, too.

Final Analysis of Data

Each group of persons involved in the Summer Leadership Training Institute -- Participants, Administrative and Instructional Facilitators, and Laboratory Teachers -- completed final evaluation forms on the last day of the Institute. (See Appendix F.) A total of 226, or 79 percent, of those involved in the Institute completed these forms: 199 participants, 17 facilitators, and 10 classroom laboratory teachers. The instruments for each group were designed by the staff of the Departments of Research and Evaluation to elicit opinions about the Institute appropriate to that group of persons. Several of the items appeared on all three instruments in an effort to get an overall picture of certain aspects of the Institute. The

results of these three instruments will be presented and discussed as a total unit where appropriate.

Participants were asked to rate the extent to which the Institute achieved the goals that the Institute Facilitators had set for it by marking the appropriate column on the following scale:

Scale	Not At All	To Some Extent	To A Great Extent	Totally
Value	0	1	2	3
Range	0-.4	.5-1.4	1.5-2.4	2.5-3

The number value shown below the scale was then applied to the number of responses in that category and a mean response, or mean achievement rating, was computed for each objective listed. Table 6 displayed on the following pages shows the item mean for each objective broken down by administrators and gives the verbal interpretation of the numerical mean.

According to the responses of the Institute participants as shown in Table 6, the Institute achieved its goals "to a great extent." The administrative participants indicated that all the goals had been achieved "to a great extent." The goal to which the administrators gave the highest rating was the acquisition of proficiency in developing class profiles for reading achievement skills (rated 2.3). The next highest rating went again to the development of proficiency in making profiles: class profiles for math achievement skills (all rated 2.2). The administrators stated that they had acquired "only to some extent" skill in utilizing pupils' interest levels for

Table 6

Participants' Rating of Institute Goals
(on a 0-3 pt. scale)

Goals	Administrator			Non-Administrators		
	No. Responding	Item Mean (3 pt.Scale)	Achievement Rating	No. Responding	Item Mean (3 pt.)	Achievement Rating
A. General Objective						
1. I acquired and/or developed						
a. Instructional leadership	34	1.6	"To a Great Extent"	152	1.8	"To a Great Extent"
b. Management skills	36	1.8	"To a Great Extent"	151	1.6	"To a Great Extent"
B. Specific Objectives						
1. As a participant in the institute, I acquired knowledges and skills enabling me to:						
a. construct diagnostic instruments	36	1.9	"To a Great Extent"	159	2.0	"To a Great Extent"
b. interpret results of diagnostic testing	36	2.0	"To a Great Extent"	162	2.1	"To a Great Extent"
c. prescribe for individual learning experiences	35	1.7	"To a Great Extent"	162	2.1	"To a Great Extent"
d. evaluate the effectiveness of diagnostic instruments	36	1.8	"To a Great Extent"	158	1.9	"To a Great Extent"

Goals	Administrators			Non-Administrators		
	No. Responding	Item Mean (3 pt. Scale)	Achievement Rating	No. Responding	Item Mean (3 pt.)	Achievement Rating
2. I gained knowledge of a wide variety of diagnostic instruments related to:						
a. academic achievement	35	1.7	"To a Great Extent"	152	1.9	"To a Great Extent"
b. learning deficiencies	36	1.7	"To a Great Extent"	152	1.7	"To a Great Extent"
3. I acquired proficiency in developing profiles of:						
a. reading achievement skills for a class	34	2.3	"To a Great Extent"	162	2.1	"To a Great Extent"
b. math achievement skills for a class	35	2.2	"To a Great Extent"	159	2.1	"To a Great Extent"
c. reading achievement skills for a building	34	2.2	"To a Great Extent"	160	1.8	"To a Great Extent"
d. math achievement skills for a building	34	2.2	"To a Great Extent"	154	1.8	"To a Great Extent"
4. For the purposes of implementing the elements of the AAP, I received:						
a. a list of available consultants	36	1.8	"To a Great Extent"	153	1.4	"To Some Extent"
b. assistance in selection of appropriate consultants for specific AAP purposes	35	1.6	"To a Great Extent"	153	1.4	"To Some Extent"

Goals	Administrators			Non-Administrators		
	No. Responding	Item Mean (3 pt.Scale)	Achievement Rating	No. Responding	Item Mean (3 pt.)	Achievement Rating
5. I acquired skills in the effective utilization of consultants for released time or in-service activities.	35	1.5	"To a Great Extent"	154	1.3	"To Some Extent"
6. I acquired skills in developing means or models in the effective use of competition to raise the academic achievement of pupils.	34	1.5	"To a Great Extent"	158	1.4	"To Some Extent"
7. I acquired skills in utilizing pupils' interest levels in: a. organizing the lab classes for instruction	33	1.2	"To Some Extent"	153	1.5	"To a Great Extent"
b. prescribing for individual differences	34	1.6	"To a Great Extent"	162	2.0	"To a Great Extent"
8. I acquired skill in selecting appropriate tutoring programs.	32	1.3	"To a Some Extent"	153	1.4	"To Some Extent"
9. I improved my skill in the observation and evaluation of pupil performance.	34	1.7	"To a Great Extent"	161	1.9	"To a Great Extent"
10. I acquired skill in the examination and evaluation of a variety of prescriptive instructional materials that meet individual learning needs.	36	1.9	"To a Great Extent"	160	2.0	"To a Great Extent"

Goals	Administrators			Non-Administrators		
	No. Responding	Item Mean (3 pt.Scale)	Achievement Rating	No. Responding	Item Mean (3 pt.)	Achievement Rating
11. I acquired skill in the construction of prescriptive instructional materials that meet individual learning needs.	35	1.7	"To a Great Extent"	163	2.1	"To a Great Extent"
12. I was involved in the development of a plan:						
a. to disseminate prescriptive instructional materials and instrumentations	33	1.7	"To a Great Extent"	148	1.6	"To a Great Extent"
b. to disseminate models of instructional leadership, procedures and content	34	1.5	"To a Great Extent"	145	1.5	"To a Great Extent"
13. I found the facilitators helpful in providing opportunities to accomplish stated objectives of the Institute.	33	2.2	"To a Great Extent"	156	2.4	"To a Great Extent"
Group Total	36	1.8	"To a Great Extent"	163	1.8	"To a Great Extent"

organizing lab classes, and skills for selecting appropriate tutoring programs (rated 1.2 and 1.3, respectively). This reflects again the fact that few participants, especially administrators, actually involved themselves in Institute lab classes.

The non-administrative participants indicated that all but five of the goals had been achieved "to a great extent." The highest rating went to the goal, "I found the Facilitators helpful in providing opportunities to accomplish stated objectives of the Institute" (rated 2.4). The next highest rating (2.1) was attributed to several goals, all relating to prescription, diagnosis, and profile construction, the areas that received the most emphasis during the Institute. The non-administrators gave the lowest rating to: "I acquired skills in the effective utilization of consultants for released time or in-service activities." This and the other four goals that the non-administrators indicated had been achieved "to some extent" were areas that would fit more appropriately within the jurisdiction of principals rather than of classroom teachers.

It is significant that the aggregate rating of the Institute was the same for both administrators and non-administrators, namely 1.8 or "to a great extent," while each group gave the highest ratings to those aspects of the implementation of the Academic Achievement Project with which they would be most concerned. The administrators rated profile construction in general highest, while non-administrators gave high ratings to the knowledges they gained about diagnosis, prescription and classroom profile development. This implies that the Institute organization was flexible enough and the content offering was varied enough to accommodate the individual interests of the participants. It is also important to note that all participants, whether administrators or non-administrators,

gave a very high rating to the helpfulness of the Institute Facilitators. This indicates that the guidance and the information which they gave to participants were key factors contributing to the overall achievement of the Institute goals and to the success of the Institute.

A few additional goals set by the Institute staff pertained to things that only the Institute MOBE Team could achieve. The Facilitators were asked to rate those items on the final evaluation form. Their responses are shown in Table 7.

Table 7

Facilitators' Rating of Institute Specified Goals (0-3 point scale)

Goals	Number Responding	Item Mean	Achievement Rating
A. General Objectives			
1. In order to achieve the goals of the AAP, the Institute promoted and/or developed:			
a. instructional leadership	17	2.4	"To a Great Extent"
b. leadership/ management	17	2.2	"To a Great Extent"
B. Specified Objectives			
1. The Institute MOBE Teams were able to assess instructional needs at:			

Table 7 (continued)

Facilitators' Rating of Institute Specified Goals (0-3 point scale)

Goals	Number Responding	Item Mean	Achievement Rating
a. Whittier	15	1.3	"To Some Extent"
b. Rabaut	15	1.4	"To Some Extent"
2. The Institute MOBE Teams provided a plan to improve the instructional program in reading and mathematics at:			
a. Whittier	16	1.3	"To Some Extent"
b. Rabaut	17	1.5	"To Some Extent"
TOTAL	17	1.7	"To a Great Extent"

Table 7 shows that Administrative and Instructional Facilitators thought the Institute promoted or developed instructional leadership and leadership/management "to a great extent." The Facilitators did not give as high a rating to the ability of the Institute MOBE Teams to assess instructional needs of the Whittier and Rabaut laboratory classes or to the MOBE Teams' ability to plan for improving the instructional program in the lab classes. The Facilitators rated both these aspects achieved "to some extent." One reason for this result might be that it was the laboratory class teachers, not the Facilitators who responded to this question, who actually worked with

the children in the classes, assessed their instructional needs through diagnostic tests, and so on. It was also the lab teachers who developed the instructional programs in the lab classes. Participants were involved to some extent in assessing instructional needs of students in the lab classes when they used data from the diagnostic tests administered by the lab teachers to construct profiles for the lab teachers' use. But even the participants had little involvement in planning for improvement of the instructional programs in the lab classes.

As had been said, there were fewer students in the lab classes than had been anticipated and therefore fewer classes. To prevent crowding the classrooms with observers, each participant was scheduled to visit lab classes about three times during the Institute; this made long-term involvement with any particular class impossible. Furthermore, visitations did not begin until after diagnostic testing; that is until the second week. By that time the participants had become involved in the various activities and many chose to continue those activities rather than become involved in the instructional aspects of the classrooms. The Laboratory Teachers really controlled the instructional aspect of the Institute lab classes and should then have been the ones to rate the extent to which it had been achieved. The Institute MOBE Team did not function in such a capacity in relation to the lab classes at any time during the Institute.

Institute participants and Facilitators were asked in their final evaluation forms to rate the instructional methods used in the Institute to determine the most effective methods of transferring information under the circumstances. They were asked to respond according to the following scale:

Scale	Very Effective	Moderately Effective	Not Effective
Value	2	1	0
Range	1.5-2	.5-1.4	0-.4

The item mean of the responses was then computed using the numerical value shown below the scale and was then interpreted according to the range indicated beneath the value. The results are shown in Table 8 on the following page.

The instructional methods used in the Institute received an aggregate rating of "very effective." Only one instructional method received a rating of less than "very effective" and that was given by only one group of respondents. The administrators rated the lab teachers only "moderately effective." This supports a theme noted previously: the lab classes and the demonstration of classroom techniques were not fulfilling the needs of the administrators to a very great extent and therefore the lab class demonstrations were rated only moderately effective in relation to the needs of the administrators. It does not seem unusual that the Facilitators, the persons responsible for the instruction at the Institute, gave the highest effectiveness rating to the instructional methods used at the Institute. But it is significant that both the Facilitators and the non-administrators gave the highest effectiveness rating to "lectures and/or demonstrations by the participants." While the involvement of participants in the instructional aspect of the Institute was not a stated goal, it was indeed an outcome desired by the Institute Facilitators. According to the

Table 8

Participants' and Facilitators Rating
of Institute's Instructional Methods
(2 point scale)

Instructional Method	Administrators			Non-Administrators			Facilitators			Aggregate		
	No. Responding	Item Mean	Effectiveness Rating	No. Responding	Item Mean	Effectiveness Rating	No. Responding	Item Mean	Effectiveness Rating	No. Responding	Item Mean	Effectiveness Rating
Lectures and/or demonstration by:												
a. facilitators	34	1.7	Very	158	1.6	Very	16	1.8	Very	208	1.6	Very
b. consultants	36	1.7	Very	157	1.6	Very	16	1.8	Very	209	1.6	Very
c. lab teachers	31	1.4	Moderate	148	1.5	Very	15	1.7	Very	194	1.5	Very
d. participants	34	1.6	Very	152	1.8	Very	15	1.9	Very	201	1.8	Very
Group Total	36	1.6	Very	163	1.6	Very	17	1.8	Very	216	1.6	Very

observations of this investigator, initially the participants reacted as most students do in the front of the room to impart wisdom and knowledge. Gradually, however, the Facilitators conveyed the idea that they did not have ready answers to implementing the A.A.P. and made it clear that any contributions toward solutions coming from participants would be welcome. After this message got through, participants readily shared with other participants their knowledge of teaching techniques and experiences with teaching materials. This sharing of ideas became an important factor in the development of cohesiveness among the various clusters of Participating Mobilization Teams.

The participants and Facilitators were asked to rate the extent of their satisfaction with various aspects of the Institute: leadership, range and depth of subject matter covered, participation, Institute organization, and availability of supplies and equipment. They were to use the following scale:

Scale	Very Satisfied	Moderately Satisfied	Not Satisfied
Value	2	1	0
Range	1.5-2	.5-1.4	0-.4

The value given above was used to compute an item mean which was interpreted according to the numerical range shown above. The mean responses of each group of respondents -- administrators, non-administrators, and Facilitators -- are displayed in Table 9 on the next page.

The overall rating of the aspects of the Institute listed in Table 9, an aggregate of the group means, was 1.4 on a 2-point scale. This indicates that the respondents as

Table 9

Participants' and Facilitators Rating
of Aspects of the Institute
(on a 0-2 pt. scale)

Aspects of the Institute	Administrators			Non-Administrators			Facilitators			Aggregate		
	No. Responding	Item Mean	Satisfaction Rating	No. Responding	Item Mean	Satisfaction Rating	No. Responding	Item Mean	Satisfaction Rating	No. Responding	Item Mean	Satisfaction Rating
1. leadership provided	35	1.6	Very	162	1.6	Very	15	1.6	Very	212	1.6	Very
2. range of subject matter covered	35	1.8	Very	155	1.6	Very	17	1.7	Very	207	1.6	Very
3. depth of subject matter covered	36	1.4	Moderate	153	1.3	Moderate	17	1.4	Moderate	206	1.3	Moderate
4. extent of your participation	35	1.6	Very	161	1.6	Very	16	1.6	Very	212	1.6	Very
5. organization of the Institute	36	1.6	Very	154	1.3	Moderate	16	1.3	Moderate	206	1.4	Moderate
6. adequacy of supplies and equipment	36	1.5	Very	160	1.2	Moderate	17	.9	Moderate	213	1.2	Moderate
Group Totals	36	1.6	Very	163	1.4	Moderate	17	1.4	Moderate	216	1.4	Moderate

a group were only "moderately satisfied" with these particular aspects of the Institute. Participants and Facilitators as a total group said they were "very satisfied" with three of the given aspects of the Institute, while they indicated they were only "moderately satisfied" with the other three given aspects of the Institute. Rated most satisfactory by the total group were the Institute leadership, the range of subject matter, and the respondents' own participation. Facilitators and non-administrators indicated that the least satisfactory aspect of the Institute was the adequacy of supplies and equipment.

Supplies were available, but perhaps the Institute participants wanted to make more teaching aids than the supply of materials could accommodate. Also, ad hoc distribution was in effect, which meant that some clusters may not have been able to secure adequate amounts of supplies for their members. The next least satisfactory aspect of the Institute was the "depth of subject matter covered." This result can be interpreted as a reaction to the vast quantity of material covered during the Institute rather than a reaction to the competency of the staff to convey all aspects of the subject matter. There just wasn't enough time to explore to their logical conclusions all the concepts discussed during the Institute. Facilitators and participants were also just "moderately satisfied" with the Institute organization.

While the respondents were satisfied with the range of subject matter and the variety of activities offered, the programming of them fell short. The operating factor here seems to be not that the participants were disturbed by the flexibility of the organization, but that they were unhappy that they could not take advantage of more of the activities, that because of the number of activities, conflicts developed and choices had to be made between two or more positive activities.

The Laboratory Teachers were asked on their final evaluation form to respond to some additional aspects of the Institute which concerned them specifically. They were to indicate the degree of their satisfaction with those aspects according to the following scale:

Scale	Very Satisfied	Moderately Satisfied	Not Satisfied
Value	2	1	0
Range	1.5-2	.5-1.4	0-.4

The mean for each item was computed using the value scale given above and interpreted according to the ranges indicated. Table 10, on the following page, shows the mean response of the Laboratory Teachers to the various aspects.

Ten of the fifteen Laboratory Teachers completed the final evaluation form. According to the results, as shown in Table 10, they were "moderately satisfied" with the aspects of the Institute listed in the table. They were "very satisfied" with their relationship with the students and with the Institute participants who came into their classrooms. The teachers were the least satisfied with the methods of selecting students and with the availability of supplies. According to their comments in the Institute staff meetings, the Laboratory Teachers were disturbed about the method of student selection on the grounds that they had many students who did not meet the selection criteria: namely, some were more or less than two years below grade level in reading. Also because no math criteria were specified, the students' math ability varied widely. With such a short time to plan for the Institute classes, the wide ability range in the classes put the

Table 10

Laboratory Teachers' Rating of Various Aspects of the Institute (2 Point Scale)

Aspects of the Institute	Number Responding	Item Mean	Satisfaction Rating
1. Methods of selection of students	10	.6	Moderate
2. Availability of supplies	10	.6	Moderate
3. Your relationship with the students	10	1.9	Very
4. Your relationship with Institute participants	10	1.5	Very
5. Your relationship with Institute MOBE Teams	10	1.0	Moderate
6. Relationship between classroom and Institute activities	9	1.0	Moderate
7. Institute participants' classroom involvement	10	1.0	Moderate
8. Development of models by IMT for raising reading/math skill levels of students	10	.9	Moderate
9. Student's progress during Institute	10	1.3	Moderate
10. Utilization of classroom as learning lab for Institute participants	10	1.0	Moderate
TOTAL	10	1.1	Moderate

teachers at a disadvantage and handicapped the goal of having classrooms to demonstrate remedial methods. The lack of adequate supplies has already been noted as an Institute problem by Facilitators and participants.

The generally moderate response of the Laboratory Teachers to various aspects of the Institute which concerned them reflects a larger problem of the Institute, namely the relationship between the Institute workshops and seminars, and the Laboratory Classes. It has already been noted that the relationship did not function as had been intended. According to the observations of the evaluation team, the lab teachers felt very removed from the main purpose of the Institute. They did not feel that their contribution was integrated into the Institute program as it might have been.

Participants, Facilitators, and Laboratory Teachers were asked to identify the "greatest strength" and the "greatest weakness" of the Institute. Table 11 on the following page displays responses concerning the Institute's strengths. According to Table 11, no one aspect stood out above all others as the "greatest strength" of the Institute. Of the various aspects mentioned by ten or more persons, "exposure to and sharing of ideas, experiences, and materials" was named most frequently, by 17 percent of the respondents.

The second and third most frequently mentioned strengths were the "variety of subject matter and activities offered" and the "rapport and cooperation among all levels" of participants, respectively. These aspects of the Institute were not incorporated into the behavioral objectives of the Institute, and yet it was clear to the evaluation team that the sharing of ideas, the rapport that developed among the participants, and the variety of information available at the Institute were the key factors contributing to the success of the Institute.

Table 12, on the following page shows what Facilitators, participants and Laboratory teachers thought the "greatest weakness" of the Institute was. The responses

Table 11

Greatest Strength of the Institute According to Administrators, Non-Administrators, Facilitators, and Laboratory Teachers

	Greatest Strength	Aggregate No.	%
1.	Exposure to and sharing of ideas, experiences, materials	39	17
2.	Variety of subject matter and activities offered	29	13
3.	Rapport and cooperation among all levels	23	10
4.	Reading and math resource personnel; consultants	19	8
5.	Flexibility of Institute's organization	13	6
6.	Opportunity to work directly with aspects of the Academic Project in terms of the coming school year	10	5
7.	Other (fewer than 10 respondents each)	58	26
8.	No response	35	15
	TOTAL	226	100

Table 12

Greatest Weakness of the Institute According to Administrators, Non-Administrators, Facilitators, and Laboratory Teachers

	Greatest Weakness	No.	%
1.	Too many things going on at one time	28	12
2.	Tried to cover too much in too short a time	28	12
3.	Unstructured first week	28	12
4.	Disorganization	13	6

Table 12 (continued)

Greatest Weakness of the Institute According to Administrators, Non-Administrators, Facilitators, and Laboratory Teachers

Greatest Weakness	No.	%
5. Other (mentioned by fewer than 10 respondents each)	56	25
6. No response	59	32
TOTAL	226	99

point to no one area of the Institute as the "greatest weakness." Almost a third of those who completed final evaluation forms made no response to this question. Another one-fourth mentioned areas identified by fewer than ten persons. In fact, no one aspect of the Institute was mentioned by more than 12 percent of the respondents. Two of the aspects identified as weaknesses were realted to the quantity of activity available at the Institute. Twenty-eight persons, or 12 percent, said too much was going on at the same time. An equal number said the Institute attempted to cover too much in a short time. Interestingly enough, almost the same number, 29 persons, or 13 percent, thought the variety of activities offered was the "greatest strength" of the Institute while it was identified as "weak" by more than ten persons concerned with a lack of organization. In this question and in the Weekly Feedback data, participants indicated concern for deficient organization during the first week, but they thought the organization improved throughout the Institute.

The suggestions of the participants, Facilitators and Laboratory Teachers for the Institute are displayed

in Table 13. More than half the respondents, 51 percent, made no suggestions. Another 26 percent made suggestions mentioned by fewer than 10 respondents each. The remaining 23 percent wanted more institutes of this kind and wanted them to include all school personnel. They also thought the Institute could have involved additional advanced planning. These suggestions are pertinent, but it should be remembered that they come from just 23 percent of the Institute participants and staff.

Table 13

Suggestions for Future Institutes

Suggestions	Number	%
1. More Institutes of this kind (during summer)	21	9
2. More and better pre-planning	18	8
3. Should be expanded to include all school personnel (city-wide)	14	6
4. Other (mentioned by fewer than 10 respondents each)	58	26
5. No response	115	51
TOTAL	226	100

After rating several aspects of the Institute, participants, Facilitators, and Laboratory Teachers were asked to rate the Institute as a whole on the following scale:

Excellent			Good				Fair			Poor	
12	11	10	9	8	7	6	5	4	3	2	1

The results appear in Table 14 on the following page. According to the results, the mean rating of all those involved in the Institute was 9.4, or "Good." This means that the responses clustered around the excellent-good borderline with almost as many responses falling in the "excellent" category as fell in the "good," "fair," and "poor" categories combined. The lowest mean rating came from the Laboratory Teachers who gave the Institute a mean rating of 8.2 on the 12-point scale, or a rating of "good."

The role and function of the lab teachers and their relationship to the Institute seminars and workshops was never really clarified. It appeared to the evaluation team that the teachers felt quite isolated from the proceedings of the Institute as a whole, despite the fact that they met with the total Institute staff at least once or twice a week. Several of the lab teachers wanted the opportunity to participate in the Institute seminars and workshops, but they were tied down to the demonstration classes which served only a small percentage of the Institute participants.

The classes never served the function they were designed for, namely to be a place where innovative remedial teaching techniques could be demonstrated to all participants and where participants would have a chance to practice what they had observed or to implement some innovative techniques of their own. The Institute Facilitators on the other hand gave the Institute a mean rating of 10.2, well within the "excellent" category. It should be noted that the aggregate mean response of 9.4 on a 12-point scale is very high coming from 226 persons.

To summarize, the Institute Facilitators and participants thought the Institute objectives had been achieved "to a great extent." They thought the instructional methods were "very effective." The Facilitators and

Table 14

Rating of the Institute As A Whole by Participants, Facilitators, and Laboratory Teachers (on a 12-point scale)

Responding Group	Number in Group	Mean Response (12-pt. scale)	Rating
Administrators	36	9.5	Excellent
Non-Administrators	163	9.3	Good
Facilitators	17	10.2	Excellent
Laboratory Teachers	10	8.2	Good
TOTAL	226	9.4	Good

participants were only "moderately satisfied" with selected aspects of the Institute. Significantly, the Facilitators and participants identified the "greatest strength" of the Institute to be the sharing of ideas and experiences and the rapport which developed among the various levels of participants. It was these aspects of the Institute, cited by 27 percent of the respondents, that really were the keys to the success of the Institute.

Observation Checklist

At least one of the two members of the evaluation team from the Division of Planning, Research and Evaluation attended each day of the Summer Leadership Training Institute. After observing the proceedings of the seminars and workshops, the evaluators completed an Observation Checklist.

(See Appendix G.) The aspects of the Institute with which they were most concerned were: participation, cooperation, leadership, instruction, content, teaching methods, attitude of students, and the overall organization of the Institute. Conclusions drawn from these observations have been noted where relevant in discussions of the instruments used in the evaluation.

Dissemination

The dissemination of the information and materials developed by participants and staff members of the Summer Leadership Training Institute took two forms. First, during the two weeks following the Institute, a group of 12 Institute Facilitators and Laboratory Teachers put together a dissemination document entitled "Academic Achievement Actionary." At the end of the Institute each Cluster exhibited materials their members had developed or shared during the Institute. From these exhibits examples were collected and included in the "Actionary." Among the topics discussed in the document were: reading and math -- diagnosis, assessment, individualizing instruction; classroom management, leadership and management; and staff development. This document is to be distributed to the principal of each elementary and junior high school building for use by all staff members. The document was made available from the Division of Instruction.

An Administrators' Orientation Institute for non-attending principals was conducted in the week preceeding the opening of school to acquaint all principals who had not attended the four-week Institute with the product of that Institute. The Administrators' Institute was developed and conducted by persons who had been facilitators during the four-week Institute -- 3 principal facilitators, 2 math facilitators, 2 reading facilitators, one testing facilitator,

and one leadership management facilitator. The Administrators' Institute was organized into two 2-day sessions that generally followed the format used in the four-week Institute. Administrators attending each session were divided into three Clusters; each Cluster had similar micro-experiences during the 2-day session.

The following objectives were established for the Administrators' Orientation Institute:

1. The participants will receive a review of how the Summer Institute acquainted participants with some leadership and management skills.
2. The participants will acquire a knowledge of a variety of leadership styles.
3. The participants will become knowledgeable with respect to the variety of Title monies available and proposal writing procedures for attainment of such help.
4. The participants will be exposed to a mechanism for looking at problems within their buildings.
5. The participants will experience sharing their individual strengths with the group.
6. The participants will become familiar with the diagnostic prescriptive approach to teaching.
7. The participants will become acquainted with proposed mechanisms for assessing progress of AAP.
8. The participants will become acquainted with alternative models for the functioning of mobilization teams.
9. The participants will become acquainted with implementation procedures for other components of AAP (tutoring, competition, etc.) as time permits.

Subjective evaluation instruments were used to assess the Administrators' Institute. However, observation revealed that experiences designed to meet these objectives

were available to the administrative participants. The participating principals interviewed by a staff member from the Division of Planning, Research and Evaluation said that they were extremely pleased with the session and that they had gained valuable information. The observable behavior of the participants indicated that this reaction was a general one. The main concern seemed to be that the 2-day session would be too short to cover substantive outcomes of the four-week Summer Leadership Training Institute.

Summary -- Chapter IV

Chapter IV has presented an evaluation of the Summer Leadership Institute. The analysis of the data gathered from the evaluation instruments illustrated a positive attitude toward the experience by teachers, principals, subject-matter area specialists, and students.

Further interpretation of the data reveals that all but one of the objectives of the Institute were reached. An interpretation of the data also indicated that the initial frustration caused by the seemingly unstructured environment began to cease by the end of the first week. An overall analysis of the data reveals that the Institute was a successful experience for the participating adults and children.

Chapter V will provide a summary of some follow-up interviews that were made during the last days of the Institute. It will also include conclusions and recommendations based on the findings documented in the previous chapters.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In Chapter II, a historical perspective of the Washington, D.C. School System was documented. The Strayer Survey, The Passow Study, The Model School System and The Anacostia Community Project were analyzed. The analysis delineated the forces that mitigated against the attempts at educational reform in the Washington, D.C. public schools.

Chapter III reviewed in detail the most recent effort at educational reform -- The Clark Plan (1970) which resulted in much dissension in Washington, D.C.

Chapter IV provided an analysis and documentation of a four-week Summer Leadership Training Institute designed to focus on the system's preparation for implementation of the Clark Plan. This Summer's Institute was the system's most significant thrust at training its principals, and key teachers for planning, skill development and attainment of leadership skills.

The evaluation results of the four-week Summer Leadership Training Institute indicated that the participants and Facilitators had a very positive attitude toward the experience. The Weekly Evaluation Checklist showed that the attitude of the participants became more positive as the Institute progressed. By the end of the third week, the participants thought that cooperation had been achieved "totally" within the Participating Mobilization Teams and among the Mobilization Teams of a given Cluster. (See Table 2.)

The Weekly Feedback also revealed a positive reaction to the Institute experiences. Half or more of the respondents each week thought the Institute was "productive" and "helpful." Half or more of the respondents had no reply

when asked to cite an activity that provided least benefits. The activities most consistently mentioned as being valuable experiences were the math and reading sessions. (See Table 3.)

More than three-fourths of the students in Institute classrooms responded positively each week to the statements on the Student Checklist. The degree of positiveness increased from the second to the third week. The students had an unfeigned positive attitude toward their math lessons. They responded with great negativism to the statement, "I learned some things from the different teachers who came into our classrooms to help us." (See Table 4.)

Participants, Facilitators, and Laboratory Teachers combined gave the Institute an overall rating of "good," bordering on "excellent." According to the participants and the Facilitators, the goals of the Institute were achieved "to a great extent," the instructional methods were "very effective," and the depth of subject matter was moderately satisfactory. The Laboratory Teachers were only moderately satisfied with selected aspects of the Institute that concerned them; for example, with the method of selecting the students. The total group -- participants, Facilitators, and Lab Teachers -- mentioned, as a variety of strengths, the sharing of ideas, the variety of subject matter offered, and the development of rapport and cooperation among all levels of participants. No one aspect of the Institute was mentioned as a weakness of the Institute by more than 12 percent of the total group responding.

The results of the evaluation instruments show that almost all fifteen of the objectives designed by the Planning group study were achieved during the course of the four-week Summer Leadership Training Institute. (See page 3.) Participants, administrators and non-administrators indicated in the final evaluation that they believed they

had achieved the objectives most relevant to their work. That these behavioral objectives were achieved was clearly demonstrated on the final day of the Institute in the quality and variety of materials exhibited in each Cluster room. The displays of class profiles, building profiles, and learning packets based on graduated skill levels designed for individual instruction were outstanding.

Only one of the fifteen goals was not really achieved in the Institute: "Participants will be able to observe and evaluate continuing pupil performance as Institute exercise." They did evaluate pupil performance by making class profiles based on data from diagnostic tests given in the lab classes. However, as has been said, the small number of students and the minimum number of classes at each grade level made it impossible for a given participant to visit a class more than two or three times during the four weeks. Even at that, many participants chose to concentrate their time on other available activities.

One goal not referred to on any one of the evaluation forms was: "The Institute will develop a dissemination plan for prescriptive instructional materials and instrumentations and also for models of instructional leadership, procedures and content." This too was indeed accomplished, but outside the time frame of the Institute. Several Institute Facilitators and Laboratory Class Teachers worked for a few weeks following the Institute to assemble a dissemination document entitled "Academic Achievement Actionary." This document pulls together materials developed in the Institute. Among the topics covered in the document are: reading and math -- diagnosis, assessment, individualizing instruction; classroom management; leadership and management; and staff development. Information about the Institute was also disseminated to all principals who had not attended the four-week session

during two 2-day sessions held just prior to the beginning of the 1971-1972 school year.

On the last day of the Institute this investigator interviewed at random some of the people attending the four-week Institute. The following is a report of those interviews:

Subject I:

Question: "What was your role in the Institute?"

Responde: "I was a Reading Facilitator."

Question: "What do you feel was the most outstanding feature of this Summer Institute?"

Response: "That first session that I taught. It was Word Attack Skills. I must admit that I was very 'uptight' before the session started because there were only two of us conducting the sessions for this particular skill and already many people were standing outside waiting to get in. This was partly because they had identified themselves with me because I had been going in and out of the various clusters doing specific things related to the overall objectives; due to the fact that two clusters were without a Reading Facilitator. However, many said they came because they were always sure they would get something new. The session went as well as expected with about 65 people crowded into a room made to accommodate 30. The session was conducted in the manner of a survey lesson. The group was presented with a worksheet and through relevant questioning and discussion the group was able to come up with:

a. a definition of Word Attack
b. the sequential development of word attack skills
c. the importance of word attack and ways to teach specific skills. This lesson was taught two sessions a day for two days. It really pushed me because the participants were not eager to

leave and the time alloted for each session was short."

Question: "What were some of the major problems you as a Reading Facilitator encountered during the experience?"

Response: "Even though the first week was going fairly well and we were feeling quite successful as a group, we still had a long way to go. We had uncovered many problems that had to be dealt with.

a. We did not have enough Math or Reading Facilitators to adequately man the clusters.
b. Some clusters were too large.
c. Some participants felt their needs were not being met.
d. Some people were still a bit shaky in their roles and functions.

The total group met to iron out some of the problems that were presented. Many people were making an effort to function in a manner that would better the organization; others were still interested only in their own personal needs; and others were really making beautiful changes. The second week brought with it many changes. The math teachers felt that they could be of better service to the Institute if they had stationary rooms and the participants came to them at designated times. The reading teachers also felt the need for a change so they decided they would remain with their clusters but they would also hold relevant sessions outside the clusters where participants from other clusters could attend. Therefore, they spent two periods a day with their clusters and two periods outside to teach the following mini-courses:

a. Word Recognition Skills
b. Writing Behavioral Objectives
c. Writing of test items, etc.

Question: "What do you think will be the outcome of this experience?"

Response: "I think that this Institute has been a marvelous beginning for the implementation

A.A.P. for the coming school year. Many worthwhile things should come about from all the efforts that were exerted during the institution. Some of the outcomes should be:

a. A better understanding of how to set up MOBE Teams.
b. A better understanding of the functions of each member of the MOBE Teams.
c. How to diagnose and assess the weaknesses of individual pupils in the class.
d. How to plan a sequential program for class instruction.
e. How to make class and building profiles.

f. And last but not least, a new breed of leaders who should no longer be satisfied with 'the powers that be' dictating what to do and how without input, and people who still have some creativity left, which will help us over the hurdles this coming September." (Mrs. Helen W. Turner - Reading Specialist, Anacostia Project)

Subject II:

Question: "What was your role in the Summer Institute?"

Response: "Reading Facilitator."

Question: "What do you feel was the most outstanding feature of this Summer Institute?"

Response: "My thoughts go back to the planning phase of the workshop. My interest and position was that of a special education teacher on the elementary level. I teach in a regular elementary school and see about twenty children per day who have learning disabilities in reading and/or math. The children are seen about 45 minutes each, per day. I wondered how I could possibly have anything to offer to this large group of experienced educators. The first few days of preliminary planning,

I feel, were spent more in observing personalities than planning. Instead of "What did he say?", it was "Why did he say that?". I also wondered "Why am I here?". Very gradually, but very slowly the group jelled so that all of us, I'm sure, felt at last that we were going in the same direction. Since it was a group project, we all had to have our sights on the same end, but with individual contributions along the way. I kept thinking that it so often seemed that principals were no longer able to think as teachers, and so, how could we ever reach a common goal with such a diversified group. Also, there were times when almost all heads nodded in agreement with what was being said and we left happily. Then the next day the opening remark would be how difficult it was to see how we could have decided on a given point yesterday, and couldn't we redesign that aspect and we'd take off again with doubts and fears. Ralph, I've got to go now." (Mrs. Ethel Mae Parker - Special Education Supervisor)

Subject III:

Question: "What was your role in the Summer Institute?"

Response: "Reading Facilitator."

Question: "What do you feel was the most outstanding feature of this Summer Institute?"

Response: "I feel that the Institute has met its objectives to the utmost degree. The participants have not just been exposed to the techniques and learnings, they have been taught by the facilitators and by each other. They had truly been involved in planning, organizing, and controlling their own work.

Question: "What were some of the major problems you as a Reading Facilitator encountered during the experience?"

Response: "As a Language Arts teacher, I came with high interest and confidence in my ability to do a good job in my field.

I was prepared to do whatever I was told to do. However, during the planning sessions we were told that we had to plan the Institute outselves. Terrible feelings of inadequacy overcame me. I felt like a baby taking its first step." (Mrs. Catherine Phynes - Language Arts Teacher)

Subject IV:

Question: "What was your role in the Summer Institute?"

Response: "Reading Facilitator."

Question: "What do you feel was the most outstanding feature of this Summer Institute?"

Response: "Principals, assistant principals, classroom teachers and special teachers working together for a common goal - the implementation of the Academic Achievement Plan."

Question: "What were some of the major problems you as a Reading Facilitator encountered during the experience?"

Response: "Many meetings where it seemed as though nothing was being accomplished. No one person taking on the responsibility of the 'leader'. These were frustrating times; however, as time went on I adjusted and I am very glad I was a part of this Institute." (Miss Elfrida Foy - Special Education)

Subject V:

Question: "What was your role in the Summer Institute?"

Response: "Reading Facilitator."

Question: "What do you feel was the most outstanding feature of the Summer Institute?"

Response: "Administrators were given instruction in discovering problems within their buildings and determining means of dealing with them adequately, and made aware of the fact that a dichotomy need not exist between administrators and teachers working towards a common goal."

Question: "What were some of the major problems you as a Reading Facilitator encountered

during the experience?"

Response: "No one, including me, felt sure 'what' was to be done or 'how' it was to be accomplished. We were groping in the dark for the course, to a great extent, was unstructured with a limited number of givens. However, as days evolved, though processes materialized into developments which directed our course of navigation and I knew what I had to do to help make the Institute a success." (Mrs. Constance Spenser - English Department)

Subject VI:

Question: "What was your role in the Summer Institute?"

Response: "Math Facilitator."

Question: "What do you feel was the most outstanding feature of the Summer Institute?"

Response: "The different disciplines working together for once. I believe this is the first time the reading, math and English departments have ever worked together towards a common goal."

Question: "What were some of the major problems you as a Math Facilitator encountered during the experience?"

Response: "I found it hard to communicate with the Reading Facilitators at the beginning and to plan with such a large group of people." (Miss Frances Harris - Math Department)

Subject VII:

Question: "What was your role in the Summer Institute?"

Response: "Math Classroom Teacher."

Question: "What do you feel was the most outstanding feature of the Summer Institute?"

Response: "Seeing children anxious to come to school and actually making substantial gains in math in a four week period."

Question: "What were some of the major problems you as a Math Classroom Teacher encountered during the experience?"

Response: "Frequently I was not involved in planning the other phases of the Institute. Many times I was not aware of what was taking place in the Institute other than what I was involved in in the classroom." (Miss Blanch Berry - Math Department)

Subject VIII:

Question: "What was your role in the Summer Institute?"

Response: "A participant."

Question: "What do you feel was the most outstanding feature of this Summer Institute?"

Response: "Strength Training for Administrators conducted by you, Ralph, and providing opportunities for administrators together with MOBE Team members, Reading Specialists and others to develop the skills for designing an instructional program on their respective levels."

Question: "What were some of the major problems you as a participant encountered during the experience?"

Response: "At first I was really frustrated. So many things were going on at the same time that I felt every participant should be a part of, but after a while I was able to look at the agenda for the day and decide which sessions would meet my individual needs." (Mrs. Dorothy Lewis - Reading Specialist)

Subject IX:

Question: "What was your role in the Summer Institute?"

Response: "Administrative Facilitator."

Question: "What do you feel was the most outstanding feature of the Summer Institute?"

Response: "Classroom teachers working along with principals and supervisors setting up workable purposes, services and roles of the MOBE Team so it can become an integral and working unit in their schools."

Question: "What were some of the major problems you as an Administrative Facilitator encountered during the experience?"

Response: "I was frustrated at first with what appeared on the surface as a program with top priority but not really planned or thought through. Another one of those programs that will waste time and money. However, after a while I knew I was wrong and I am glad I was a part of this Institute." (Mrs. Lois Hopson - Principal)

Subject X:

Question: "What was your role in the Summer Institute?"

Responde: "A participant."

Question: "What do you feel was the most outstanding feature of the Summer Institute?"

Response: "I came to the Institute to gather a lot of information, handouts and to be told exactly what to do to make the Academic Achievement Plan work. However, to my surprise this was not the case. The Institute was so planned that soon I was involved in 'decision-making', which was a new role for me. At first this was very threatening to me but I soon felt at ease and volunteered to do a session for a group." (Mrs. Evelyn James - Classroom Teacher)

Post-Institute Questionnaire Results

Of a sampling of 50 people who participated in the four-week Leadership/Management Instute, 48 responded. The responses in Table 15 depict the mean value sampling as 6.0. Seventy-nine percent of this population were able to utilize skills set forth in the Institute, giving a mean value of 5.4; 94 percent (mean of 7.5) found the information extremely beneficial; 88 percent (mean of 6.0) found the Academic Achievement Actionary exceedingly helpful; 63 percent (mean of 5.0) found learning packages of some

Table 15

Responses to a Four-Week Leadership/Management Institute

STATEMENTS	P	AP	RS	CT	MTL	MRT	MTM	OTHER*	TR	IM	%
1. Attended Summer Leadership Institute	20	12	1	6	3	0	5	1	48	6.0	100
2. Attended Two-Day Follow-Up Sessions	6	3							9	4.5	19
3.a. Able to use skills	15	7	1	6	3		5	1	38	5.4	79
3.b. Able to use information	19	12	1	5	3		5		45	7.5	94
3.c. Able to use books	10	6	1	2			2	1	23	3.8	48
3.d. Other	4	2	1	1					8	2.0	17
4. Found Academic Achievement Actionary:											
a. very helpful	18	9	1	5	3		5	1	42	6.0	88
b. fairly helpful	2	2		1					5	1.6	10
c. not helpful		1							1	1.0	2
5. Institute helped											

Table 15 (continued)

Responses to a Four-Week Leadership/Management Institute

STATEMENTS	P	AP	RS	CT	MTL	MRT	MTM	OTHER*	TR	IM	%
in:											
a. expectations of leaders and principals	13	10	1	1				1	26	5.2	54
b. diagnostic materials (Reading and Math)	10	5	1	4					20	5.0	42
c. Learning Packages	10	6		5	3		5	1	30	5.0	63
d. Model Classroom	7	2		2			3		14	3.5	29
e. Staff Development	18	10	1	3			3	1	36	6.0	75
f. games and devices	8	2	1	5			5	1	22	3.7	46
g. Leadership/ Management	16	10	1	1			2	1	31	5.1	64
h. Individual instruction	5	2		4	3		4	1	19	3.1	50
i. Other	1								1	1.0	2
6. Not familiar with Academic Achievement Actionary		1							1	1.0	2

Table 15 (continued)

Responses to a Four-Week Leadership/Management Institute

STATEMENTS	P	AP	RS	CT	MTL	MRT	MTM	OTHER*	TR	IM	%
7.a. Would like to have participated	13	8		3	2		4	1	31	5.1	64
7.b. Wouldn't like to have participated	2	1		2	1				6	1.5	15
7.c. No response	5	2		1	1		1		10	2.0	21
7.d. Unsure		1							1	1.0	2
8.a. Felt it was helpful	18	11	1	5	3		5	1	44	6.3	92
8.b. Felt it was not helpful			1						1	1.0	2
8.c. No response	2	1							3	1.5	6

Key to Column Headings:

P = Principals
AP = Assistant Principals
RS = Reading Specialists
CT = Classroom Teachers
MTL = MOBE Team Leaders
MRT = Math Resource Teachers
MTM = MOBE Team Members
OTHER* = Consultants
TR = Total Responding
IM = Item Mean

assistance; 75 percent were able to utilize material on staff development; 64 percent indicated that leadership/management was of great assistance to them; and 92 percent felt that the Institute was helpful.

Of the sampling, almost half utilized diagnostic materials, felt the Institute helped in expectations of leaders and principals, staff development and individual instruction. The other means and percentages obtained, for example, 19 percent for those attending the two-day session, were so minute that they seemed insignificant. Based on this information, this investigator concludes that the Institute was beneficial.

Recommendations

The four-week Summer Leadership Institute (1970) was the first concentrated effort towards involving the major characters of the D.C. school system in planning skills development necessary for the implementation of any of the educational reform attempts. A representative number of the people who were to carry out the plans, policies and recommendation procedures from the board were actually involved in the processes of planning goals and evaluation. These novel responsibilities and subsequent anticipated new behaviors caused much initial frustration on the part of participants and staff. The participants and administrative facilitators were involved in, according to Bridges (1967, pp. 49-61), the participative process.

Based on the data provided by the variety of instruments presented during and after the Institute, this investigator can conclude that the Summer Leadership Training Institute was a valuable experience for those involved. The most important outcome was that teachers and administrators were able to work together, develop cooperation and rapport

across the levels of the school system. All were able to exchange ideas and share experiences.

The Washington, D.C. school system had a great percentage of 288 teachers, principals, and supervisors at the end of the Institute who were anxiously awaiting the opportunities to try out their newly acquired skills and plans. The questionnaire results clearly illustrate that much of what was acquired during the Institute was carried over into the local schools during the school year 1971-72.

More staff development institutes or workshops such as the Leadership Skills Development Institute should be held. Future workshops or institutes should utilize the techniques that were crucial to the success of the Summer Leadership Training Institute (1970).

This Institute, from the outset, involved a representation of all of the levels that were to be a part of the implementation of the processes (the Institute). An environment that was mainly conducive to viable interactions was successfully organized. A major portion of the system was actively involved in the initiation and implementation of a process that produced tangible and relevant outcomes. The Academic Achievement Actionary, which offered individual local school strategies for implementation of a plan during the school year 1971-72, and a feeling of having been involved were the major products of the Institute experience.

Leadership by peers, opportunities for teachers and administrators to exchange ideas and experiences, and chances for administrators and teachers to work together toward common goals should be the techniques employed in any major system change endeavor. The Institute should not just include the adult components of the system in isolation from the students. Further, mechanisms for the implementation of policy, procedures and goals should

involve laboratory classes. During the Institute laboratory, classes provided places for administrators and teachers to develop teaching techniques relevant to specific learning difficulties. This could be done by involving enough students so that participants could relate to classes on a continuing basis.

Summary of Findings and Recommendations

From the time spent between the introduction of the Clark Plan into the Washington, D.C. public school system in July, to November when a comprehensive marshalling of forces took place, there existed a state of confusion. The school system was in the process of placing a new superintendent into office. There was inadequate communication concerning the Clark Plan such questions as, what was the intent of the Plan, how was it to be carried out, and why wasn't the system included in the initial stages of adoption, were raised. Out of this confusion there evolved a need for a convocation of the key facilitators of the Washington, D.C. school system to begin actively implementing the Plan.

Cycles I and II contained in the Pre-Institute activities convened for 6 days in November and 6 days in December and provided opportunities for principals, subject-matter specialists (reading and mathematics) and two key teachers from each elementary and junior high school building to engage in problem-solving activities. The viable and relevant experiences of needs assessing served as a basis for articulating individual, and eventually total, system needs.

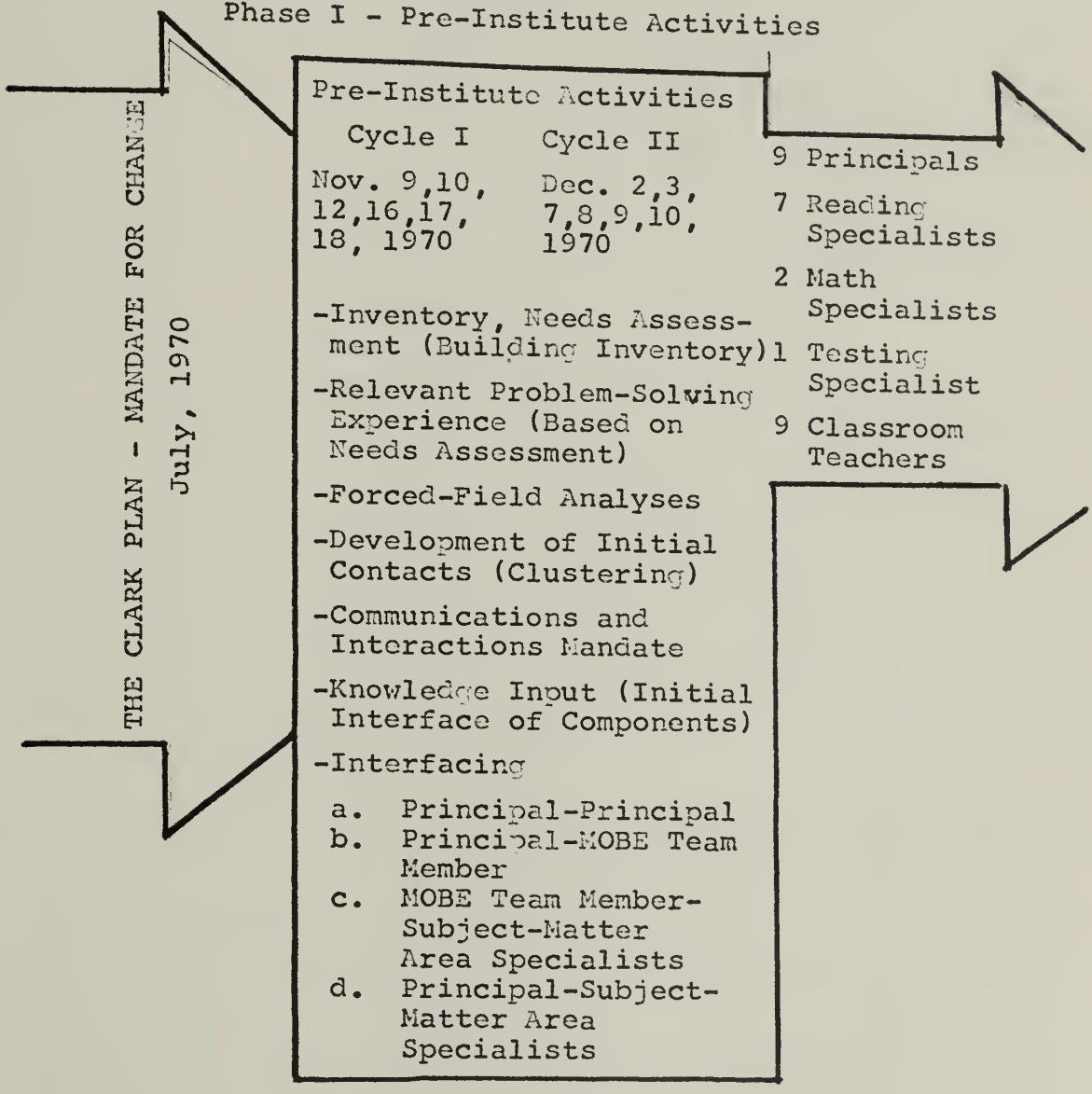
The Cycles and subsequent formation of the Institute Mobilization Team were significant in the development of the overall participative system change strategy. The

development of the communications model can be considered essential to the Institute Planning Phase, which grew out of the Cycles.

The resulting needs were restated in terms of goals. A Forced-Field Analysis was applied to each of the goals. The eventuality of these processes was active peer interfacing. The following diagram depicts this phase.

Figure

Phase I - Pre-Institute Activities



A task group of teachers, subject-matter area specialists and principals were selected from the Cycles. The rationale here was to allow for concentration on the planning, organizing and collaboration that a smaller but representative group would provide for. (See Figure I.)

Figure depicts the observed behaviors and attitudes that were manifested by the Institute Mobilization Team. The product of successful interaction of this group can be illustrated by the document (Leadership Management Reading-Math Skills Institute Guide, see Appendix). This guide contained all of the necessary information concerning the Institute and was distributed to each participant before the first total Institute meeting on the first day. The guide clearly demonstrates that the Institute Mobilization Team had successfully concentrated, planned, organized, set goals, and was now ready for the next phase -- the actualization of the Institute.

It is not this investigator's intent to conclude that a second phase of planning for participative change is to produce a guide. The processes that were involved in the development of the Institute Mobilization Team also established new role designations: Administrative Facilitator, Participating MOBE Team, Classroom Lab Teacher (Lower Classroom Lab Teacher and Upper Classroom Lab Teacher); Facilitator; and Building Coordinator. These terms were defined in the guide.

To further clarify the other significant terms that had become a part of the Institute MOBE Team's vocabulary the guide presented explanations of Group, Rap Room, Sessions, Profiles, Feedback Sheet, Supplies and Librarian. The process of planning and preparation for the arrival of the participants and students was in itself a very viable and relevant exercise for the Institute Mobilization Team. (See Appendix .)

The Institute Mobilization Team was responsible for the development of the plan and generally served as an administrative functioning body. They were responsible for the day-to-day operations of the Institute. Interestingly enough, the Institute MOBE Team began to expect that their attitudes be modeled by participants. This was shown by such statements as:

"They want us to tell them everything."
"My group has really begun to jell.
"I am really beginning to enjoy my group."
"My group is improving."

The interviews in the first part of this chapter also indicated some of the general attitudes that the Institute MOBE Team and participants began to articulate during the four-week period. The diagram on the following page depicts this phase of the implementation strategy.

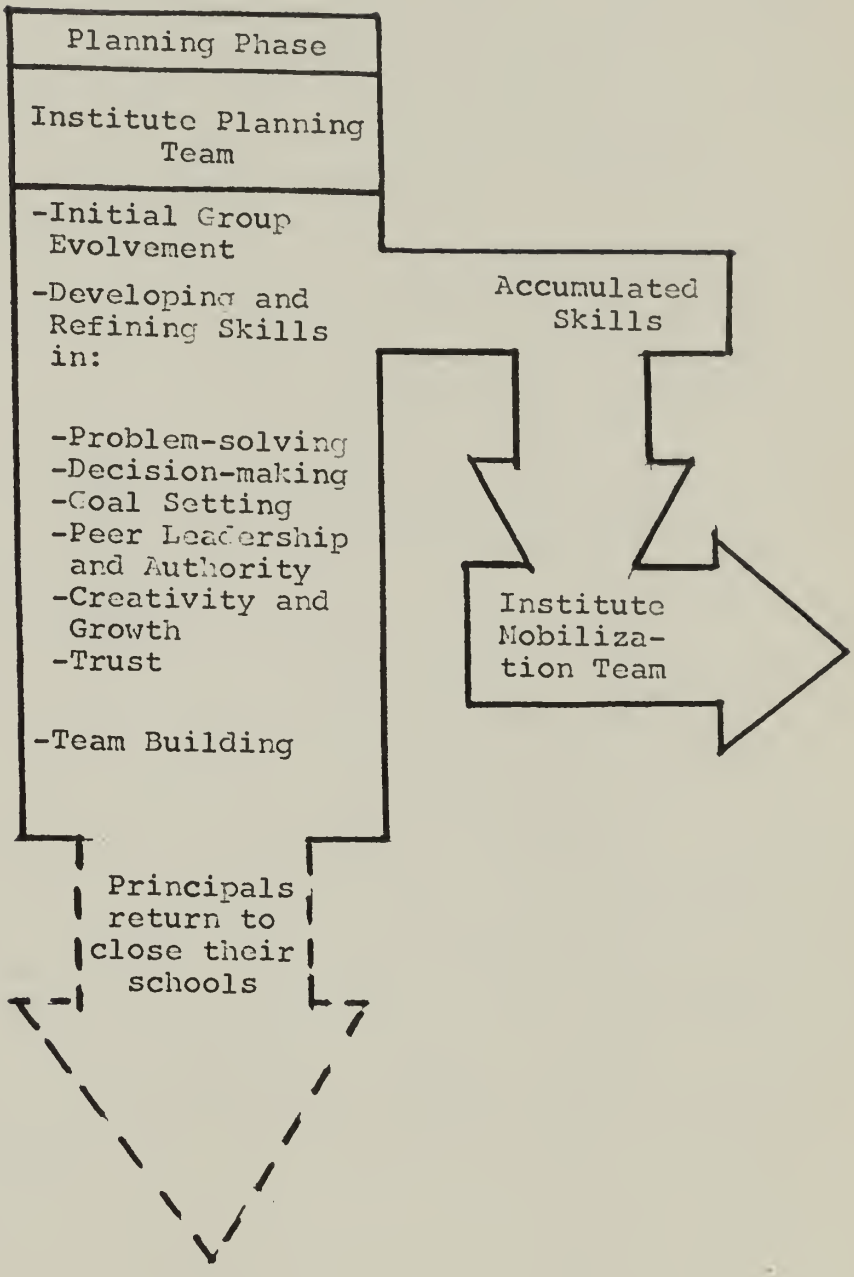
The purpose of the Institute was to provide the opportunity for 286 principals or assistant principals in concert with MOBE Team personnel, Reading Specialists (see page 87) to develop the skills for designing an instructional program on their local school level to implement the Academic Achievement Project during the school year 1971-72. (See pages 62 and 63 for a list of the Objectives.)

The Institute consisted of three components: (1) Seminars, presentations, workshops for the specific group to meet identified needs; (2) Laboratory experiences (practicum); and (3) cross-level seminars to focus on common issues and concerns for planning and implementing instructional programs during the following year.

Participation in the Institute was of vital significance to effective organization for implementation of the 71-72 instructional program, inasmuch as the program that year was to, in a large measure, involve a further development

Figure

Phase II

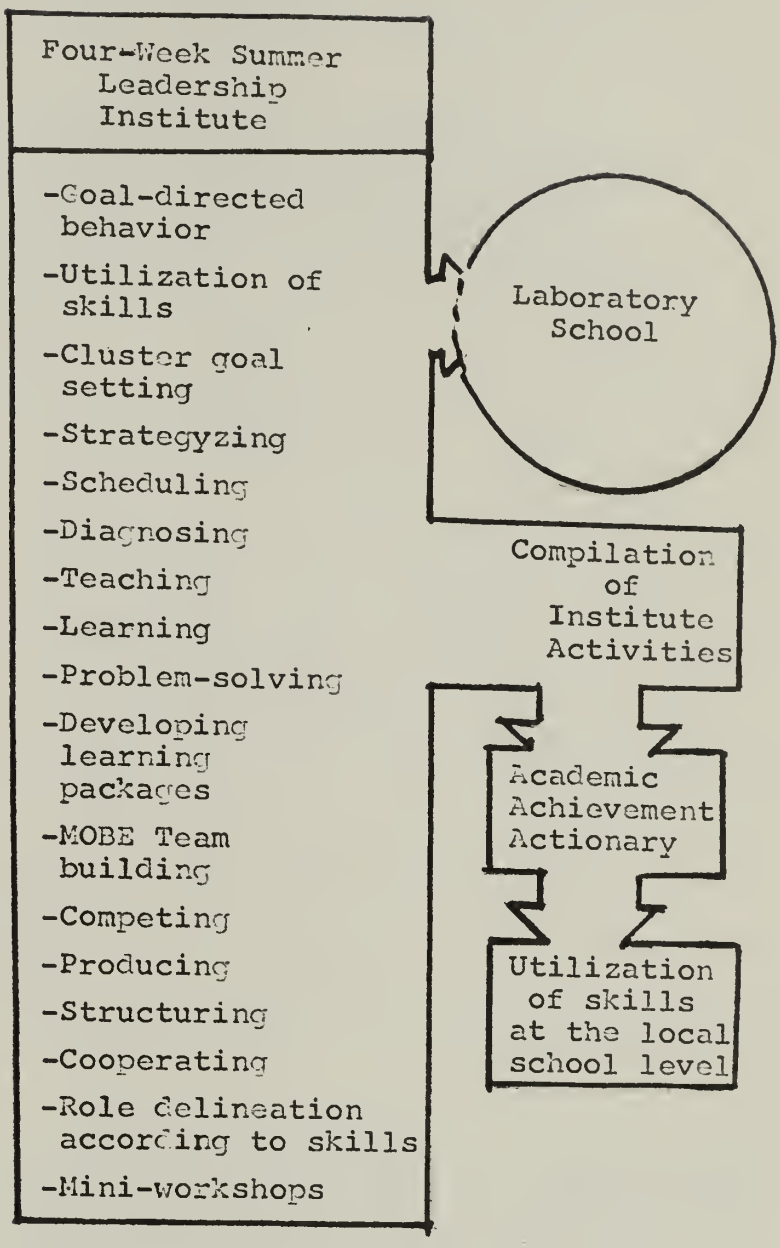


of the kinds of educational experiences offered in the context of the Institute.

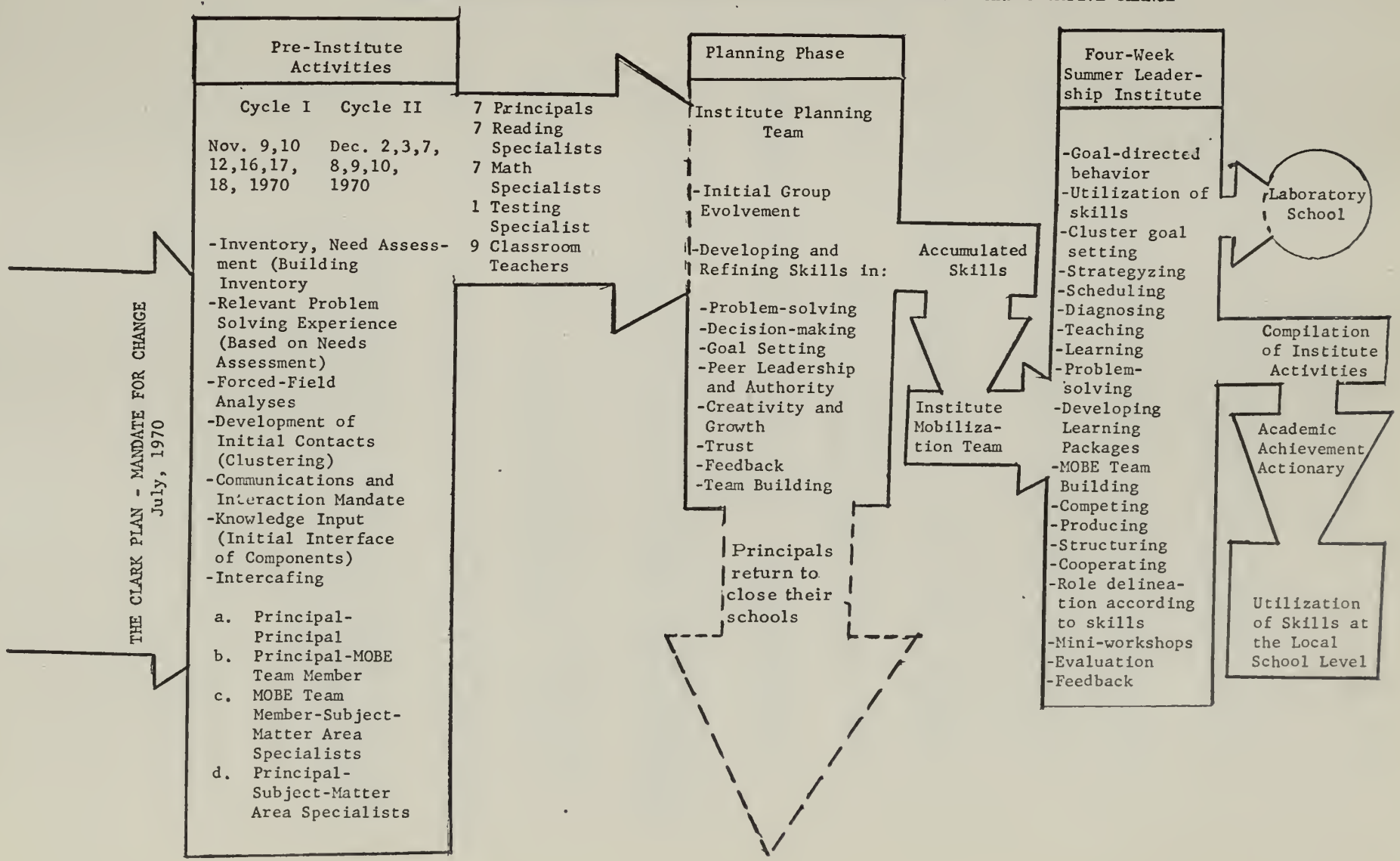
The Institute can be viewed as a successful staff development mechanism which involved acquisition of knowledge and skills through the various processes and activities indicated in Figure . Opportunities for immediate application of the skills and knowledge acquired was made available in the Clusters, mini-workshops, rap rooms and laboratory classrooms. (See Figure .)

The skills and knowledge that were acquired from the activities and other phases of the Institute's development were to be extended in application to the Laboratory School. (See Figure 28.) At the end of the four-week period, one person from each cluster was called upon as a consultant to compile a document, The Academic Achievement Actionary. These pages comprised a supplement to the Academic Achievement Project specific objectives documents developed to aid the classroom teachers and school administrators in the implementation of the District of Columbia A.A.P., 1971-72. The document presented some fundamental techniques and ideas for creating and maintaining an atmosphere for learning, organizing materials and media to facilitate that learning, and planning instruction for the individualization process. Adhering to the stated objectives of the A.A.P. in both Reading and Mathematics, this 'Actionary' was a manual for meeting the needs of students through guiding the efforts of their teachers. It was the reference guide to some of the ideas formulated in the action-packed sessions.

Figure III


Four-Week Summer Leadership Institute
-Goal-directed behavior
-Utilization of skills
-Cluster goal setting
-Strategyzing
-Scheduling
-Diagnosing
-Teaching
-Learning
-Problem-solving
-Developing learning packages
-MOBE Team building
-Competing
-Producing
-Structuring
-Cooperating
-Role delineation according to skills
-Mini-workshops
Laboratory School
Compilation of Institute Activities
Academic Achievement Actionary
Utilization of skills at the local school level

IMPLEMENTATION STRATEGY FOR MOVING COERCIVE CHANGE TOWARDS PARTICIPATIVE CHANGE



BIBLIOGRAPHY

Andreas, Jenny C. and Pappalasda, A.N. "Open Education Is Important." N.Y.U. Education Quarterly, Vol. 2 1970, 8-11.

Ballow, Frank W., Superintendent. "Report on the Implementation of the Design for Academic Achievement." Encyclopedia of Education, Vol. 2, 1922, 344-345.

Beckard, Richard. Organization Development: Strategies and Models. Reading, Mass.: Addison-Wesley Pub. Co., 1969, 38.

Bennis, Warren G., Benne, Kenneth D. and Chin, Robert. The Planning of Change. New York: Holt, Rinehart & Winston, Inc., 1969.

Burke, Nelson S. "The D.C. Board of Education and the Clark Plan." The Washington Post, 22.

Butts, Freeman R. and Cremin, Lawrence A. A History of Education in American Culture. New York: Holt, Rinehard & Winston, Inc., 1953.

Callahan, Raymond E. Education and the Cult of Efficiency--A Study of the Forces That Have Shaped the Administration of the Public Schools. Chicago: The University of Chicago Press, 1962.

Campbell, R., Cunningham, L. and MacPhee, R. The Organization and Control of American Schools. Charles Merrill Pub. Co., Columbus, Ohio, 1965.

Ciampa, Bartholomew J. "Tracking - A Time for Evaluation." Educational Technology, Vol. 9, Number 9 (Sept. 1969) 82.

Clark, Kenneth. Hearings Before Select Committee on Equal Educational Opportunity of the United States Senate, 91st Congress; Second Session on Equal Opportunity, (Part I-A, Equality of Educational Opportunity & Introduction). Washington, D.C.: U.S. Government Printing Office, April 1970, 71-88.

Cuban, Larry. "The Politics of a Fantasy: The Clark Report and Its Response." D.C. Gazette, Vol. 2, Number 3, December 7-20, 1970.

Greenleaf, Warren T. and Griffin, Gary A. Schools for the 70's and Beyond: A Call to Action. National Education Association of the United States, 9-11.

Hall, Morrill M. and Findley, Warren G. "Ability Grouping: 'Helpful or Harmful'". Phi Delta Kappan, Vol. 12, Number 9, May 1971, 556-557.

Hershey, Paul and Blanchard, Kenneth H. Management of Organizational Behavior Utilizing Human Resources. p. 52.

HEW Urban Education Task Force. "Urban School Crisis: The Problem and the Solutions." HEW Urban Education Task Force. Washington, D.C.: NEA Task Force, 1970, 51.

Hillway. American Education - An Introduction Through Readings.

Holt, John. The Under Achieving School. New York: Pittman Pub. Corp., 1969.

Johnson, Bernard. Issues in Education - An Anthology of Controversy. Boston: Houghton Mifflin Co., 1964, 7.

Johnson, President Lyndon B. Budget Message to Congress, March 1968, in Fantini, Mario D. and Nickens, Norman W. The Anacostia Community School Project, Washington, D.C., Washington, D.C.: Washington Public Schools, 1968.

Millard, Thomas. "Drop-outs in the School." Controversy--American Education. New York: MacMillan & Sons Pub. Co., 1967.

Morphet, Edgar, Johns, Poe L., and Relles, Theodore L. Educational Organization and Administration. New Jersey: Prentice-Hall, 1967, 3.

National Education Association, Research Division. Teacher Strikes, Work Stoppages, and Interruptions of Service, 1969-70. Research Memo 1970-19. Washington, D.C.: The Association, August 1970, 1-3.

Owens, Robert. Organizational Behavior in Schools. New Jersey: Prentice-Hall, Inc., 1970, 50.

Passow, Henry A. Toward Creating A Model Urban School System. New York: Teacher's College, Columbia Univ., 1967.

Pierce, Paul R. The Origin and Development of the Public School Principalship. Chicago: University of Chicago Press, 1934.

Reich, Charles A. The Greening of America. New York: Random House, 1970.

Rogers, Everett M. and Svenning, L. Managing Change. As consultants to: A State-wide Project to Prepare Educational Planners. California, September 1969.

Roszak, Theodore. The Making of a Counter Culture. New York: Anchor Books, Doubleday & Co., Inc., 1969, 14.

Schein, Edgar H. "The Mechanisms of Change." in the Planning of Change.

Sherburne, Mary Lela. "A Position Paper on a Process for Creating New Organizations and Management of Learning." Submitted to the George Washington University, Washington, D.C., March 15, 1971.

Simon, Sidney, Hawley, Robert C. and Britton, David. Corporation for Personal Growth. Educational Research Associates, Amherst, Massachusetts.

Strayer, George. The Report of a Survey of the Public Schools of the District of Columbia. Washington, D.C.: U.S. Government Printing Office, 1949.

Thayer, V.T. and Levit, Martin. The Role of the School in American Society. New York: Dodd, Mead, 1966.

Toffler, Alvin. "Education in the Future Tense." Future Shock. New York: Bantam Books, 1970, 398-399.

Tye, Kenneth A. "Creating Disequilibrium." The Principal and the Challenge of Change. Institute for the Development of Educational Activities (IDEA), 1968.

Tyack, David B. Turning Points in American Educational History. Waltham, Mass.: Blaisdell, 1967.

Van Til, William. Education: A Beginning. Boston, Mass.: Houghton Mifflin Co., 1971.

Vassar, Rena L., ed. Social History of American Education. 2 volumes, Chicago: Rand McNally, 1965.

Washington's Teachers Union. Press Release, July 20, 1970.

Weingartner, Charles, and Postman, Neil. Teaching as a Subversive Activity. New York: Delacorte Press, 1969.

APPENDICES

APPENDIX A

Institute Mobilization Team, Staff and Participants

SUMMER INSTITUTE INSTRUCTIONAL STAFF

MANAGEMENT STAFF:	Lawrence Graves Joan Brown Ralph Jenkins
ADMINISTRATIVE FACILITATORS:	James Anderson Frederick Baluch Lozelle Deluz Sterling Derricotte Lois Hopson Jessie Jackson Gloria Jones Lee Etta Powell George Galloway
READING AND MATHEMATICS FACILITATORS:	Elfrida Foy--Reading Mae Johnson--Reading Cecelia Marshall--Reading Frances Harris--Mathematics Franklin Padgett--Mathematics Catherine Phynes--Reading Doris Quander--Mathematics Constance Spencer--Reading Terrance Schomberg--Testing Vivian Talbert--Reading Helen Turner--Reading
LABORATORY TEACHERS:	Lonzena Beale Blance Berry Christine Burgess Charles Coffey Doris DeBoe Jeannette Felton Verdelle Graham Pennington Green Thomas Herrmann Lucille Moore Eunice Nelson Sandra Nesmith Lonise Robinson Clara Thomas
CLERICAL STAFF:	Carolyn Marshall Lelia A. Purcelle Brenda Wiggins
SUPPLY STAFF:	Catherine Jones Ralph Neal

INSTITUTE PARTICIPANTS: NON-ADMINISTRATORS

CLUSTER NO.	NAME	SCHOOL
1	Allen, Barbara E.	Powell
1	Anderson, Barbara	Powell
1	Armstead, Edward	Paul J.H.
1	Battle, Nona J.	Powell
1	Brown, Azalie G.	Paul J.H.
1	Coleman, Gertie L.	Whittier
1	Coley, Minnie D.	Whittier
1	Cranford, Howard	Dept. of English
1	Epps, (Mrs.) Booker P.	Whittier
1	Guy, Mary	Brent
1	Henderson, Gloria F.	Takoma
1	Hotten, Michelle L.	Paul J.H.
1	Howard, Christine	Paul J.H.
1	Hyman, Carolyn H.	Takoma
1	Ivy, Charlene	Sharpe
1	Jackson, Doris W.	Powell
1	Jackson, Iris M.	Paul J.H.
1	Jones, Kathryn L.	Whittier
1	Kelly, Barbara B.	Petworth
1	Lewis, Rose J.	Whittier
1	Lucas, Barbara S.	Takoma
1	Murphy, (Mrs.) Willie M.	Whittier
1	Palmore, Annie L.	Sharpe
1	Pierce, Dorothy A.	Whittier
1	Powell, Pauline D.	Brightwood
1	Rosemund, Ruby J.	Whittier
1	Shields, Mary C.	Whittier
1	Simms, Beatrice	Petworth
1	Smith, Denise C.	Whittier
1	Sutherland, Beulah T.	Powell
1	Thorne, T. Louise	Macfarland
1	Torrence, Helen	Whittier
1	Williams, Demaris	Elem. Supervisor
1	Wisznis, Lily Lee	Whittier
1	Walton, Gloria P.	Whittier
2	Anderson, Janice	Carver
2	Colston, Elizabeth	Miner
2	Garner, Betty	Shadd
2	Goodson, Paulette	Drew
2	Gray, Mildred	Drew
2	Jackson, Mildred	Stuart J.H.
2	James, Evelyn	Aiton
2	Langley, Creola	Kingsman
2	Lewis, Dorothy	Young

CLUSTER NO.	NAME	SCHOOL
2	Martin, Louise	Drew
2	Mitchell, Tanya	Drew
2	Oliver, L. Wayne	Houston
2	Pittman, Pauline	Shadd
2	Prioliau, Alice	Drew
2	Purcelle, Lelia	Roper J.H.
2	Rutledge, Regina	Drew
2	Sims, Leona	Carver
2	Smith, Jeanette	Shadd
2	Swinton, Natha	Tiver Terrace
2	Taylor, Essie	Drew
2	Turner, Florence	Drew
2	Washington, Irene	Houston
2	Wheeler, Beverly	Drew
2	Whitaker, Erline	Kramer J.H.
2	Williams, Helen	Elem. Supervisor
2	Wilson, Rosalee	Drew
2	Wilson, Ruth	Roper
2	Woodard, Barbara	Drew
2	Wilson, Rodine	Drew
2	Humphrey, Geneva	Kingsman
2	Whitaker, Francis	Kingsman
2	Whitaker, James	Miner
2	Vanlandingham, Lillie	Drew
2	Vans Hook, Dorothy	Drew
3	Brown, Ola	Wilson
3	Butler, Ruth	Wilson
3	Dunn, Delois	Brent
3	Edelin, Hazel	Taylor
3	Herner, Cora	Brent
3	Humes, Herbert	Bowen
3	Johnson, Martha	Bowen
3	Johnson, Zenobia	Taylor
3	Langon, Willetta	Logan
3	Lewis, Olivia	Bowen
3	Montgomery, Constance	Woodridge
3	Mozon, Vivian	Terrell J.H.
3	Oliver, Mary	Wilson
3	Smith, Dorsie	Taylor
3	Sewell, Naomi	Terrell J.H.
3	Thomas, Vanessa	Brent
3	Watson, Edith	Simmons
3	Wicker, Geralyn	Wilson
3	Wright, Edythe	Wilson
3	Adams, Kay	Logan
3	Hardy, Pearl	Logan
3	Shields, Dorothy	Taylor
3	Doughty, Beth	Terrell J.H.

CLUSTER NO.	NAME	SCHOOL
4	Anderson, Juanita	Rabaut J.H.
4	Bailey, Rebecca	Simon
4	Berkley, Carole	West
4	Corprew, Antoinette	Deal J.H.
4	Cottman, Cora	Clark
4	Crandell, Emily	West
4	Gilliam, Barbara	Taft J.H.
4	Glascoe, LaVerne	Randall J.H.
4	Gregory, Jean	Rabaut J.H.
4	Ealsey, Ethel	Clark
4	Holt, Willard	Rabaut J.H.
4	Jackson, Frances	Syphax
4	LeBoe, Carrie	Randall J.H.
4	Letterlaugh, Sallie	Simon
4	Lusted, Eva	Clark
4	Middleton, Cecile	Taft J.H.
4	Morse, Lillian	Rabaut J.H.
4	Mundy, Bennie	Syphax
4	McCorkie, Eunice	Taft J.H.
4	McNeil, Linda	Rabaut J.H.
4	Olive, Alicia	Rabaut J.H.
4	Parker, Gail	Deal J.H.
4	Russ, Florine	Syphax
4	Saunders, Herlene	Rabaut J.H.
4	Senior, Eloise	Rabaut J.H.
4	Sublett, Kathryn	West
4	Thompson, Sadie	West
4	Thornton, Cora Ann	Taft J.H.
4	Tyler, Elaine	Deal J.H.
4	Williams, Althea	West
5	Casey, Christine M.	Evans J.H.
5	Clark, Drucilla M.	Smothers
5	Cooke, Theresa J.	Smothers
5	Fuller, Jean R.	Burrville
5	Glassaway, Emily M.	Smothers
5	Harris, Marie	Harris
5	Jones, Elizabeth A.	Dept. Supervision
5	Moore, Geneva	Harris
5	Parkerson, Marie H.	Burrville
5	Pree, Rosalind B.	Harris
5	Rich, Joan	Harris
5	Speight, Doretha F.	Smothers
5	Thomas, Joan A.	Evans J.H.
5	Thompson, Gloria D.	Barnard
5	Wilson, Viola W.	Richardson

CLUSTER NO.	NAME	SCHOOL
6	Baylor, Valorie	Stanton
6	Brown, Hallie	Burroughs
6	Christian, Evelyn	Burroughs
6	Collins, Shirley A.	Stanton
6	Crudun, Rose	Stanton
6	Dotson, Mary	Burroughs
6	Dyson, Frankie	Hamilton J.H.
6	Garnett, Amanda	Bunker Hill
6	George, Willie Mae	Bunker Hill
6	Gibson, JoAnna	Hart J.H.
6	Grady, Barbara	Stanton
6	Grady, Clifford	Lewis
6	Graham, Velmar	Stanton
6	Green, Jacquelyne	Watkins
6	Hackett, Mary	Stanton
6	Jackson, Jimmie	Hart J.H.
6	Jackson, Gwendolyn	Burroughs
6	Jones, Audrey	Hamilton J.H.
6	Marshall, Marie	Dept. Supervision
6	Miles, Ernestine	Emery
6	Neal, Clara	Hamilton
6	Pearson, Lois	Stanton
6	Talley, Dolores	Stanton
6	Tate, Jean	Bunker Hill
6	Youmans, Marjorie	Stanton
6	Young, Alvin	Edmonds
6	Sommerville, Thelma	Watkins
7	Anderson, Phyllis W.	Kimball
7	Austin, Ida	Kimball
7	Cooper, Nannie C.	Buchanan
7	Ford, Zinears K.	Stevens
7	Graham, Bettie B.	Buchanan
7	Jones, Janet S.	Sousa J.H.
7	Koonce, Janice F.	Jefferson J.H.
7	Maryland, Patricia	Buchanan
7	McKoy, Anna L.	Bruce
7	Miller, Loretta H.	Stevens
7	Qualls, Pearl W.	Bruce
7	Royal, Barbara J.	Buchanan
7	Smith, Jean C.	Hine J.H.
7	Staggs, Martha F.	Kimball
7	Wair, Lois M.	McGogney
7	White, Florence	Buchanan
7	Wright, Jean K.	McGogney

CLUSTER NO.	NAME	SCHOOL
8	Alexander, Barbara	Nalle
8	Beck, Mildred E.	Nalle
8	Bullard, Arnold	Patterson
8	Brown, Geraldine A.	Grimke
8	Childress, Angela	Bryan
8	Douglas, Doris F.	Nalle
8	Fields, Gwendolyn	Douglas J.H.
8	Ford, Phyllis W.	Nalle
8	Hamer, A. Betty	Patterson
8	Hill, Sandra	Patterson
8	Jackson, Edith	Patterson
8	Lewis, Gloradine	Patterson
8	Manson, Evelyn	Nalle
8	McRhae, Diane	Patterson
8	Mitchell, Corinne	Grimke
8	Moore, Yvonne J.	Nalle
8	Norrell, Josephine	Nalle
8	Morton, Cleora	Nalle
8	Ponds, Annie G.	Patterson
8	Roane, James C.	Nalle
8	Robinson, Jean M.	Nalle
8	Swann, Antoinette	Nalle
8	Vercillini, Ann	Patterson
8	Watson, Elizabeth	Grimke
8	Wirt, Betty W.	Patterson
8	Wood, Wilma	Supervisor
8	Merchant, Elaine	Nalle
9	Blake, Lorraine	Garfield
9	Caldwell, Cleomis	Garfield
9	Neill, Audrey	Garfield
9	Wood, Gwendolyn	Garfield
9	Fox, Mahalia	Hearst
9	Jackson, Lauretta	Mann
9	Weaver, Corene	Green
9	Jones, Delois G.	Fillmore
9	Kare, Eloise F.	Hardy
9	Reed, Frances B.	Francis J.H.
9	Colston, Barbara	Birney
9	deAlba, Claire Me.	Gordon J.H.
9	Hickman, Roberta	Eliot J.H.
9	Jacobs, Claire	Francis J.H.
9	Lea, Louise	Hendley
9	Millen, Beatrice	Plummer
9	Okrtholm, Eileen	Weatherless
9	Snipas, Carolyn	Weatherless
9	Tildon, Inez	Plummer
9	Warren, Juanita	Weatherless
9	Westmore, Roy	Francis J.H.

INSTITUTE PARTICIPANTS: ADMINISTRATORS

CLUSTER NO.	NAME	SCHOOL	POSITION
1	Avant, Henrietta G.	Powell Annex	Principal
1	Chavis, Catherine B.	Brightwood	Principal
1	Dillard, Ruth D.	Petworth	Principal
2	Buchanan, Marjorie R.	Shadd	Principal
2	Carpenter, Louise W.	Houston	Asst. Principal
2	Durso, Michael A.	Roper J.H.	Asst. Principal
2	Jamison, Patrick M.	Kramer J.H.	Principal
2	Talbert, Rebecca C.	Carver-Smothers	Asst. Principal
2	Thomas, Romaine	Ketcham	Asst. Principal
3	Artisst, Paul A.	Bowen	Principal
3	Berry, Edna	J.O. Wilson	Principal
3	Boyd, Herbert	Brent	Principal
3	Drayton, Etta I.	Simmons	Principal
3	Haynes, Doris	Ludlow	Principal
3	Kennedy, Rosalie	Logan	Principal
3	Stuart, Margaret	Terrell J.H.	Asst. Principal
3	Turney, Angela	Stuart J.H.	Asst. Principal
4	Brooker, Zenobia V.	Rabaut J.H.	Asst. Principal
4	Edwards, Leroy	Taft J.H.	Asst. Principal
4	George, Emma M.	Syphax	Principal
4	Gough, Ruth M.	Miller J.H.	Asst. Principal
4	Harris, Dorothy W.	Shaw J.H.	Asst. Principal
4	Johnson, Mznon	Randall J.H.	Principal
4	Middleton, Cecile R.	Taft J.H.	Asst. Principal
4	Millard, Edmund	Backus J.H.	Principal
4	Phillips, Anderson O.	Rabaut J.H.	Asst. Principal
4	Rosenfeld, Max	Clark	Principal

CLUSTER NO.	NAME	SCHOOL	POSITION
5	Edler, Thelma E.	Richardson	Asst. Principal
5	Johnson, Marjorie	Richardson	Principal
6	Brown, Mary	Hamilton J.H.	Asst. Principal
6	Carter, Emma	Bunker Hill	Principal
6	Collins, Eurah	Bunker Hill	Asst. Principal
6	Morris, Walter	Watkins	Principal
6	Newman, Naomi	Slater-Langston	Principal
6	Hundley, Doris	Burroughs	Principal
6	Perkins, Dorothy	Emery	Asst. Principal
6	Radcliff, Florence	Edmonds-Peabody	Principal
6	Roebuck, Herman	Stanton	Asst. Principal
7	Felder, Alma	Bruce	Principal
7	Jamison, Joyce	McGogney	Asst. Principal
7	Mitchell, Elsie	Kimball	Principal
7	White, Florence	Buchanan	Principal
7	Williams, Lydia	Stevens	Principal
7	Winston, Eleanor	Sousa J.H.	Principal
8	Elliott, Jennie J.	Douglass J.H.	Asst. Principal
8	Ford, Phyllis W.	Nalle	Principal
8	Hill, Lawrence C.	Maury	Principal
8	Lewis, Camille E.	Lovejoy	Principal
8	Matthews, Martine P.	Johnson J.H.	Asst. Principal
8	Robinson, William	Grimke	Principal
9	Banks, Richard	Gordon	Asst. Principal
9	Bowman, Mamie	Francis	Asst. Principal
9	Brooks, Betty A.	Filmore-Hyde-Jackson	Principal
9	Bullock, Verna	Plummer	Asst. Principal
9	Dezon, Lillian B.	Mann	Principal
9	Jennifer, Theodore	Eliot	Asst. Principal
9	Swann, Gertrude	Hardy-Key	Principal

APPENDIX B

Daily Evaluation Checklist

Summer Leadership Training Institute
Daily Evaluation Checklist

Checking one item in each group (I, II, III) _____
Date

I. Institute Designation

Administrative Facilitator	____
Leading Facilitator	____
Mathematics Facilitator	____
Participating MOBE Team Member	____
Lab Teacher	____
Other:_____	____

II. Regular School Position

	Elementary	Jr. High
Principal	____	____
Counselor	____	____
Reading Specialist	____	____
Math Specialist	____	____
Teacher	____	____
Librarian	____	____
Other:_____	____	____

III. Cluster Number

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___

Write in the goals to be acoomplished for the day. Indicate the degree to which each goal was met by checking the appropriate point on the rating scale. Rate each goal once.

Totally Uneffective						Totally Effective				
-5	-4	-3	-2	-1	Goals	+1	+2	+3	+4	+5

APPENDIX C

Weekly Evaluation Checklist

Summer Leadership Training Institute
Weekly Evaluation Checklist

Date _____

Check one item in each group (I, II, III)

I. Institute Designation

Administrative Facilitator	____
Reading Facilitator	____
Mathematics Facilitator	____
Participating MOBE Team Member	____
Lab Teacher	____
Other:_____	____

II. Regular School Position

	Elementary	Jr. High
Principal	____	____
Counselor	____	____
Reading Specialist	____	____
Math Specialist	____	____
Teacher	____	____
Librarian	____	____
Other:_____	____	____

III. Cluster Number

1.___ 2.___ 3.___ 4.___ 5.___ 6.___ 7.___ 8.___ 9.___

IV. Indicates the extent to which the following aspects of the Institute have been accomplished during the past week on the scale provided.

	Totally	To A Great Extent	To Some Extent	Not at all
1. The Institute is meeting my individual needs relative to the objectives of the Institute.				
2. I am satisfied with the organization and structure of the Institute.				
3. I am pleased with the skills and knowledges gained in cluster workshops.				
4. I feel the Institute attempts to cover too much material in too short a time.				

	Totally	To A Great Extent	To Some Extent	Not At All
5. I think the teaching techiques demonstrated in the laboratory classrooms will be useful to me.				
6. I think the Institute objectives are being met.				
7. I am happy with the exchange of ideas at the Institute.				
8. I think there is cooperation among the members of my Participating Mobe Team.				
9. I think there is cooperation among Participing Mobe Team in my cluster.				
10. I am pleased with the direction being provided by the Institute Mobe Teams.				

APPENDIX D

Weekly Feedback

Weekly Feedback Sheet

1. I feel that this week _____

_____.

2. I did not get much out of _____

_____.

3. I got a lot out of _____

_____.

4. I came to the Institute expecting to _____

_____.

5. I wish the Institute would provide _____

_____

for me next week.

APPENDIX E

Student Checklist
and
Student Responses by Level

Summer Leadership Training Institute
Student Checklist Reading and Math

Primary ____ Intermediate ____ Jr. High ____ Cluster #____ DATE_____

The purpose of this checklist is to assess the student's attitude during the second week of the Institute, and for comparison purposes again during the third week, to determine changes in attitude.

Directions: Read each statement (Teacher read to non-readers) and check the yes or no response column.

		Yes	No
1.	This week we did some interesting things.		
2.	I could understand what was going on this week.		
3.	The work we did this week was more enjoyable than the work we did during regular school.		
4.	I learned a lot about reading this week.		
5.	This week I learned a lot about math.		
6.	Because of this Institute I feel I will be a better reader.		
7.	Because of this Institute I feel I will be a better student in math.		
8.	The work this week was too easy.		
9.	I learned some things from the different teachers who came into our classroom to help us.		
10.	I feel I am working very hard this summer.		

TABLE A

Responses to Student Checklist
Primary - Whittier

Statement	Positive Responses				Negative Responses				Total No. of Responses	
	Week 2		Week 3		Week 2		Week 3			
	No.	%	No.	%	No.	%	No.	%		
1	49	80	52	92	12	20	2	4	61	54
2	47	77	42	79	14	23	11	21	61	53
3	48	79	47	87	13	21	7	13	61	54
4	53	87	46	85	8	13	8	15	61	54
5	56	90	50	93	6	10	4	7	62	54
6	53	85	52	98	9	15	1	2	62	53
7	61	98	49	91	1	2	5	9	62	54
8	10	15	13	24	55	85	41	76	65	54
9	59	97	48	89	2	3	6	11	61	54
10	54	90	51	94	6	10	3	6	60	54
Total No.	490		450		126		88		616	538
Attitude Index		80		84		20		16	81	

TABLE B

Responses to Student Checklist
Intermediate - Whittier

Statement	Positive Responses				Negative Responses				Total No. of Responses	
	Week 2		Week 3		Week 2		Week 3			
	No.	%	No.	%	No.	%	No.	%		
1	25	93	27	100	2	7	0	--	27	27
2	26	96	23	85	1	4	4	15	27	27
3	22	85	26	96	4	15	1	4	26	27
4	22	85	26	96	4	15	1	4	26	27
5	25	96	26	96	1	4	1	4	26	27
6	23	85	26	96	4	15	1	4	27	27
7	23	85	27	100	4	15	0	--	27	27
8	18	69	12	44	8	31	15	56	26	27
9	18	67	23	85	9	33	4	15	27	27
10	25	93	26	96	2	7	1	4	27	27
Total No.	227		242		39		28		266	270
Attitude Index		85		90		15		10		

Table C

Responses to Student Checklist
Intermediate - Rabaut

Statement	Positive Responses				Negative Responses				Total No. of Responses	
	Week 2		Week 3		Week 2		Week 3			
	No.	%	No.	%	No.	%	No.	%		
1	20	71	18	75	8	29	6	25	28	24
2	22	79	20	83	6	21	4	17	28	24
3	18	64	12	50	10	36	12	50	28	24
4	20	71	18	75	8	29	6	25	28	24
5	25	89	22	92	3	11	2	8	28	24
6	22	79	21	87	6	21	3	13	28	24
7	25	89	21	87	3	11	3	13	28	24
8	11	41	12	50	16	59	12	50	27	24
9	6	22	10	42	21	78	14	58	27	24
10	19	70	22	92	8	30	2	8	27	24
Total No.	188		176		89		64		277	240
Attitude Index		68		73				27		

Table D

Responses to Student Checklist
Junior High - Rabaut

Statement	Positive Responses				Negative Responses				Total No. of Responses	
	Week 2		Week 3		Week 2		Week 3			
	No.	%	No.	%	No.	%	No.	%		
1	27	93	28	93	2	7	2	6	29	30
2	24	83	29	97	5	17	1	3	29	30
3	26	90	28	93	3	10	2	6	29	30
4	21	72	25	83	8	28	5	17	29	30
5	25	86	25	83	4	14	5	17	29	30
6	25	86	26	87	4	14	4	13	29	30
7	25	86	18	60	4	14	12	40	29	30
8	17	57	25	83	12	41	5	17	29	30
9	11	38	10	33	18	62	20	67	29	30
10	24	27	27	90	5	17	3	10	29	30
Total No.	225		241		65		59		290	300
Attitude Index		78		80		22		20		

APPENDIX F

Final Evaluation Forms

1. Participants Evaluation Instrument
2. Facilitators Evaluation Instrument
3. Laboratory Teachers Evaluation Instrument

Summer Leadership Training Institute
Participants Evaluation Instrument

Date _____

I. Check one.

Administrator ___
Non-Administrator ___

The Institute evaluation form is an important means of assessing the value of the Institute you have just completed. Comments made through this form will be helpful in planning future programs of this type. Please complete this form carefully as the findings will influence program decisions.

II. Rate your achievement of the following Institute goals by using the following scale. Please circle the appropriate number.

III. General Objective	Not at all	To some extent	To a great extent	Totally
A. I acquired and/or developed				
1. Instructional leadership	0	1	2	3
2. Management skills	0	1	2	3
B. Specific Objectives				
1. As a participant in the institute, I acquired knowledges and skills enabling me to:				
a. construct diagnostic instruments	0	1	2	3
b. interpret results of diagnostic testing	0	1	2	3
c. prescribe for individual learning experiences	0	1	2	3
d. evaluate the effectiveness of diagnostic instruments	0	1	2	3

	Not at all	To some extent	To a great extent	Totally
2. I gained knowledge of a wide variety of diagnostic instruments related to:				
a. academic achievement	0	1	2	3
b. learning deficiencies	0	1	2	3
3. I acquired proficiency in developing profiles of:				
a. reading achievement skills for a class	0	1	2	3
b. math achievement skills for a class	0	1	2	3
c. reading achievement skills for a building	0	1	2	3
d. math achievement skills for a building	0	1	2	3
4. For the purposes of implementing the elements of the AAP, I received:				
a. a list of available consultants	0	1	2	3
b. assistance in selection of appropriate consultants for specific AAP purposes	0	1	2	3
5. I acquired skills in the effective utilization of consultants for released time or in-service activites.	0	1	2	3
6. I acquired skills in developing means or models in the effective use of competition to raise the academic achievement of pupils.	0	1	2	3
7. I acquired skills in utilizing pupils interest levels in:				
a. organizing the Lab classes for instruction	0	1	2	3
b. prescribing for individual differences	0	1	2	3
8. I acquired skill in selecting appropriate tutoring programs.	0	1	2	3
9. I improved my skill in the observation and evaluation of pupil performance	0	1	2	3

	Not at all	To some extent	To a great extent	Totally
10. I acquired skill in the examination and evaluation of a variety of prescriptive instructional materials that meet individual learning needs.	0	1	2	3
11. I acquired skill in the construction of prescriptive instructional materials that meet individual learning needs.	0	1	2	3
12. I was involved in the development of a plan:				
a. to disseminate prescriptive instructional materials and instrumentations	0	1	2	3
b. to disseminate models of instructional leadership, procedures and content	0	1	2	3
13. I found the facilitators helpful in providing opportunities to accomplish stated objectives of the Institute.	0	1	2	3

IV. Please indicate the degree of effectiveness of the instructional methods used in the Institute by placing an "X" in the appropriate column.

	Very Effective	Moderately Effective	Not Effective	N/A
1. Lectures and/or demonstration by:				
a. facilitators				
b. consultants				
c. lab teachers				
d. participants				
Other (specify)				
e. _____				
f. _____				

V. Please indicate the extent of your satisfaction with the following aspects of the Institute by checking the appropriate column.

	Very Satisfied	Moderately Satisfied	Not Satisfied	No Comment
1. leadership provided				
2. range of subject matter covered				
3. depth of subject matter covered				
4. extent of your participation				
5. organization of the Institute				
6. adequacy of supplies and equipment				

VI. Record your reaction to the Institute as a whole by placing an "X" at the appropriate point on the scale.

EXCELLENT			GOOD			FAIR			POOR		
12	11	10	9	8	7	6	5	4	3	2	1

VII. Name the greatest strength of the Institute.

VIII. Name the greatest weakness of the Institute.

IX. Suggestion

Departments of Research and Evaluation
Division of Planning, Research and Evaluation
Facilitators Evaluation Instrument

Date _____

The Institute evaluation form is an important means of assessing the value of the Institute you have just completed. Comments made through this form will be helpful in planning future programs of this type. Please complete this form carefully as the findings will influence program decisions.

I. Indicate the extent to which you believe the Institute was successful in implementing the following objectives using this scale. Circle one number for each objective.

	Not at all	To some extent	To a great extent	Totally
A. General Objectives				
1. In order to achieve the goals of the AAP, the Institute promoted and/or developed:				
a. instructional leadership	0	1	2	3
b. leadership-management	0	1	2	3
B. Specific Objectives				
1. The Institute Mobe teams were able to assess the instructional needs at:				
a. Whittier	0	1	2	3
b. Rabaut	0	1	2	3
2. The Institute Mobe teams provided a plan to improve the instructional program in reading and mathematics at:				
a. Whittier	0	1	2	3
b. Rabaut	0	1	2	3

II. Indicate the degree of effectiveness of the instructional methods used in the Institute by checking the appropriate column.

	Very Effective	Moderately Effective	Not Effective	N/A
A. Lectures and/or demonstrations by:				
1. facilitators				
2. consultants				
3. lab teachers				
4. participants				
5. Others				
_____				
_____				

III. Indicate the extent of your satisfaction with the following aspects of the Institute by checking the appropriate column.

	Very Satisfied	Moderately Satisfied	Not Satisfied	No Comment
A. Leadership				
B. Range of subject matter covered				
C. Depth of subject matter covered				
D. Extent of your participation				
E. Organization of the Institute				
F. Supplies and equipment				

IV. Record your reaction to the Institute as a whole by placing an "X" at the appropriate point on the scale.

EXCELLENT			GOOD			FAIR			POOR		
-12	11	10	9	8	7	6	5	4	3	2	1

V. Name the greatest strength of the Institute.

VI. Name the greatest weakness of the Institute.

VII. Suggestions.

Date _____

The Institute evaluation form is an important means of assessing the value of the Institute you have just completed. Comments made through this form will be helpful in planning future programs of this type. Please complete this form carefully as the findings will influence program decisions.

I. Indicate the extent of your satisfaction with the following aspects of the institute by checking the appropriate column.

	Very Satisfied	Moderately Satisfied	Not Satisfied	Don't Know
1. Methods of selection of students.				
2. Availability of supplies.				
3. Your relationship with the Students.				
4. Your relationship with Institute participant.				
5. Your relationship with Institute Mobe Teams.				
6. Relationship between classrooms and Institute activities.				
7. Institute participants classroom involvement.				
8. Development of models by IMT for raising reading/math skill levels of students.				
9. Students' progress during Institute.				
10. Utilization of classroom as learning lab for Institute participants.				

11. Record your reaction to the Institute as a whole by placing an "X" at the appropriate point on the scale.

EXCELLENT			GOOD			FAIR			POOR		
12	11	10	9	8	7	6	5	4	3	2	1

III. Name the greatest strength of the Institute.

IV. Name the greatest weakness of the Institute.

V. Suggestions.

APPENDIX G

Observation Checklist

Summer Leadership Training Institute
Observation Checklist

Cluster _____ Lab Class _____ Date _____

Situation: _____

ITEM	Yes	No	Some-times	Comments
A. Participation				
1. input from participants				
2. participants involvement in institute activities				
3. fruitful exchange of ideas				
4. participants follow-through on tasks assigned				
B. Cooperation				
1. among culuster members				
2. within PMT's				
3. among PMT's				
4. between IMT and cluster				
5. between participants and lab classes				
6. among pupils				
7. between lab teachers and pupils				
C. Leadership				
1. exerted by Adm. Facilitator				
2. exerted by IMT				
3. initiated from cluster				
D. Instruction				
1. effective				
2. well-organized				
3. well-presented				
4. handouts available				
5. individualized				
E. Content				
1. relevant to participants needs				
2. relevant to Institute goals				
3. includes new ideas				
4. desired depth reached				
5. relevant to pupils needs				

ITEM	Yes	No	Some-times	Comments
F. Teaching Methods				
1. lecture				
2. film				
3. groups				
4. consultant				
G. Attitudes of Participants				
1. motivated				
2. satisfied				
3. tolerant of others				
4. receptive to new ideas				
5. attentive				
H. Atmosphere				
1. open				
2. friendly				
3. honest				
4. trusting				
I. Supplies and Equipment				
1. adequate				
J. Facilities				
1. adequate				
K. Attitude of Students				
1. motivated				
2. satisfied				
3. tolerant of others				
4. receptive to new ideas				
5. cheerful				
6. attentive				
L. Institute Organization				
1. functional				
2. smooth-running				
3. flexible				

APPENDIX H

Ode To A Goodly Bunch

ODE TO A GOODLY BUNCH

(The author apologizes to any of you who are poetically proficient and names missing and proceeds with total disregard for rhetoric poetic feet, iambic, pentameter and other euphonistic terms, in attempting to convey to you some of her reminiscenses of the past four weeks.)

Cluster One!
Best under the sun!
Praises of you have just begun!
With J.T., Connie, and Frank as our leaders---
and Howard with all types of things for good readers.
With principals, counselors, and teachers galore.

Don't leave out Demaris with tips by the score.

And Gertie dear Gertie - coffee pot in hand.
She's gotta be the greatest in all the land.

How many times did you make that slip
And didn't remember the Kitty's tip?

Here's to Mary Guy, a real good gal.
Making cakes like that I'm glad I'm her pal.

As you can see we're a "goodly" bunch
Always willing to share a hunch.
It's folks like us that stick together
And remain as pals in all kinds of weather.
We're the envy of many, so I've been told,
(mainly for our snacks they've chanced to behold.)

Other groups would at our tables gape.
(For this we're in trouble with the measuring tape.)

But we just had to have our final fling
And of our pals their praises sing
'Bye Barbara, 'Bye Bertha, 'Bye Beulah; let's see
Did we miss anyone whose name starts with a B?
'Bye Ruby, 'Bye Pauline, Epps, Helen, Rose and others,
Mary, I'd run this workshop one more week if I had my druthers
But all good things must come to an end---

To the group our ears we lend
Here's to the brownies, salad, chicken, and all---
Gang, it's really been a ball!
Cluster One! Cluster One!
You're the greatest under the sun!

APPENDIX I

Certificate of Award

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SCHOOL YEAR 1971–1972

LEADERSHIP MANAGEMENT SKILLS SUMMER INSTITUTE

CERTIFICATE OF AWARD

PRESENTED TO

Ralph Jenkins

IN RECOGNITION OF

YOUR LEADERSHIP IN THE CONDUCT OF THE SUMMER INSTITUTE IN "LEADERSHIP MANAGEMENT SKILLS"

HUGH J. SCOTT
Superintendent of Schools

NORMAN W. NICKENS
Deputy Superintendent

JAMES T. GUINES
Associate Superintendent
Division of Instruction

APPENDIX J

Sample Follow-Up Questionnaire

QUESTIONNAIRE

Please check the appropriate information:

_____ Principal

_____ Assistant Principal

_____ Reading Specialist

_____ Classroom Teacher

_____ Other (specify) _____

_____ MOBE Team Leader

_____ Math Resource Teacher

_____ MOBE Team Member

_____ 1. I attended the four week Summer Leadership-Management Skills Institute.

_____ 2. I attended the two-day follow-up sessions in September, 1971.

_____ 3. I found that I was able to utilize the following activities set forth in the institute:

a. skills _____
b. information _____
c. books _____
d. other _____

4. I have found that the Academic Achievement Actionary has been:

a. very helpful _____
b. fairly helpful _____
c. not helpful _____

5. The Institute has helped me in the following areas: (check only those areas that apply to you)

a. Expectations of principals and teachers _____
b. Diagnostic Materials (reading & math) _____
c. Learning Packages _____
d. Model Classroom _____
e. Staff Development _____
f. Games & devices _____
g. Leadership-management _____
h. Individualized Instruction _____
i. Other _____

6. I am not familiar with the Academic Achievement Actionary _____

7. I would like to have participated _____
   would not like to have participated _____
   in a similar workshop in the Summer of 1972.

8. I feel that the Institute provided help that enabled me to be more effective during the school year 1971-72. (last school year)
   yes_____
   no _____

APPENDIX K

Interim Building Profiles

BUILDING PROFILES

Building Profiles were utilized as a "base line" for assessing human and material resources within each building. Principals shared, informally, their inventories.

Following are the results of this exchange of ideas.

1. Conversions
   a. One reading course
   b. One mathematics course
2. Need for in-service training in reading and mathematics (instructional level); expertise in individual instruction
3. Reality profile versus functional
4. Variety in assignment of personnel
5. Needs of individual buildings not considered
6. Large enrollments (children)
7. Variety in equipment; instructional (special funds)
8. Community aides; special program (ACT); psychological social worker ("bussed child")
9. Reading Resource Center
10. New teachers
11. Research teachers
12. Aides
13. N. Y. C.
14. Undelivered supplies
15. MIND teacher
16. Mobe Teams

17. Community school
18. Extended day program
19. Supply committee
20. Empty pre-kindergarten room
21. Variety of supply ordering models
22. Interns

APPENDIX L

Cycle I

November 1970

FEEDBACK

from

IN-DEPTH WORKSHOPS FOR PRINCIPALS

November 9, 10, 12, 1970
November 16, 17, 18, 1970

Follow-Through Committee
November 30, 1970

PROBLEMS

I. RESOURCES

A. Material

1. Insufficient use of available materials
2. Need allocation of materials (tape recorders, listening centers, etc.) at every level
3. Slow delivery of Class 41
4. Equitable allocation of resources (everyone seems to need everything at the same time due to heterogeneous grouping)
5. Difficulty of recovering stolen property
6. Lack of supplies
7. Insufficient amount of supplies
8. Inequities in supplying buildings with materials
9. How to secure building equipment
10. Lack of adequate texts
11. Acquisition of ordered supplies
12. Accepting obsolete equipment to become part of building equipment
13. Need help with using materials already on hand
14. Late delivery of expendable supplies (try for summer delivery)
15. Difficulty of replacing stolen property (red tape)
16. No opportunity to see and explore instructional materials (need clearinghouse)
17. New supply book is ridiculous
18. Lack of space for meetings, bookroom, classrooms
19. School responsible for picking up supplies
20. Schools whose reading level is up looses resources

B. Human

1. Need more supportive services from ai[illegible], clerks, cust[illegible]ns, etc.
2. Need more substitutes
3. Need health services
4. Need personnel to insure security of building
5. Lack of parental involvement
6. Lack of student involvement
   a. Tutoring
   b. Neighborhood House
   c. University
7. Lack of clerical services concerning textbooks
8. Service of a full-time storeroom clerk
9. Lack of personnel
10. Incompetent personnel
    a. Inadequate teacher training
    b. Inadequate secretarial training
    c. Ineffective utilization of services
    d. Inadequate custodial services
11. Subject-matter specialists in buildings
12. Lack of assistant principals
13. Lack of playground supervisors
14. New channels for securing and training of substitutes
15. Lack of coordination between resource personnel
16. Inadequate distribution and utilization of personnel
17. Assignments of resource personnel have not been determined by identification of building needs (Whose needs are they serving--the needs of the department or the building?)

18. Lack of mathematics resource teacher due to scores on test

19. Reading person not familiar with elementary reading program

20. Number and assignment of mathematics resource team

21. Lack of responsibility by principals for use of resource teachers (line of authority)

22. Role of special teachers in the reading and mathematics and reading programs

23. Role of reading specialists

24. Need business manager to trace down order and supplies and to supply and identify physical needs

25. Pressure in some schools because of lack of principal position

26. Lack of supervision for 600 children on lunch program

27. New rooms with no additional custodial service

28. No one to handle refuse collection

29. No resources for tutoring

30. Lack of involvement of all staff

31. Lack of personnel for foreign languages

32. Building and Grounds : no follow-up to requests

33. Lack of crisis teacher

34. Inadequate selection of qualified teachers

35. No coverage of classes for teacher in-service training

36. Replacement for classroom teachers on Mobe Team

37. Inequalities in pupil-teacher ratio

38. Competency of principal questioned

39. Inadequate police-school relationships

40. Staff getting hurt rather helped

41. Principal has too many tasks (paper work, duty, picking up checks and supplies, etc.); cannot assume role as educational leader

42. Guidelines for assignment of custodians

43. Counselor doesn't help with problems (need male and female); needs new description of role

44. Principal and others need to decide what the building needs; should not be decided some place else

45. Principal has no authority; can't make decisions

46. Principals and teachers not involved in pre-planning of programs

47. Supervisors need a change of roles

48. Lack of support for principals

49. Need support for decision making at building level

50. Need support from supervisory personnel

51. Principals need direct contact for legal services

52. Lack of teacher experience in handling discipline problems

53. Need release time for teacher in-service training

54. Need release time for staff development

55. Need help for special children

56. Some schools are overpopulated

57. No provisions for severely identified emotional problems

58. Need in-service training for new teachers

59. Principals have no control over destiny of building

60. Need staff development for all special teachers

61. How to remain human in leadership position

62. Alienation on part of principal and teachers

63. Constant reorganization due to enrollment changes

64. Lack of authorized leadership for any length of time

65. Who is responsible for teaching non-readers?

66. Image of principal as seen by everyone

67. No time for parent-teacher conferences

68. No time for principal-teacher conferences

69. Lack of consideration for principal's concerns

70. Lack of mathematics workshops for teachers

71. Inadequate pre-service training

72. In-service training programs are not based on individual schools by needs of

    a. Kind
    b. Resources
    c. Materials
    d. Personnel
    e. Equipment

73. Lack of in-service training to update professional skills and provide for professional growth and broadening horizons on an on-going basis for teachers and officers

74. Attendance (no one assumes responsibility for absences)

75. Principals are held accountable for things over which they have no control; will be accountable only to the extent that they have resources to implement

76. Resource teachers in other areas not committed to the reading and mathematics goals

77. Who overrules principal's requests?

78. Identification of role of <u>all</u> supportive services (pre-school, Mathematics Department, Pupil Personnel, Reading Center, Language Arts, crisis teacher, and special education)

79. Role of teachers and principals changing

80. Need of release time for rescheduling and reorganizing by teachers, administrators, and specialists

81. No channels for student accountability for attendance

82. Lack of skills in individualized instruction

83. Negative image of the administration

84. Lack of consistent planning for in-service programs

85. Crisis teacher needed, but counselor sent

86. Need full-time secretary in each building

87. People downtown concerned with figures instead of with instructional needs of each building

88. Problem of Wright decision in assigning white teachers to all black schools where they are not successful perhaps due to in-service orientation continuum

II. IMPLEMENTATION OF CLARK PLAN

A. Need release time for Mobe Team

B. Reading Mobe Team is not sure of role

C. What is norm of Mobe Team and what is norm of reading and mathematics?

D. Lack of teachers' ability to interpret, graph, and utilize the test results in a manner that produces a high quality education program for each child because of poor communication up and down hierarchy concerning test results

E. Inconsistency of standardized test results with levels upon which they work and evaluation of student progress and interpretation to parents

F. We haven't received informal diagnostic tests

G. Guidelines are not reasonable; resources, etc. not available to carry them out

H. No uniform communication with testing department

I. What are they going to do with the test?

J. Evaluation of student progress and interpretation to parents

K. I. F. tests have not been released

L. Avail and clarification of teacher copy of Minimum Floors of Achievement

M. No accurate assessment of children: other measurements needed besides tests

N. New ideas a threat

O. Too many deadlines to meet before program starts due to lack of communication

P. Planning instructional program based on tests

Q. Successful programs have been junked because of Clark

R. Negative attitude of teachers toward Clark Plan

III. FUNDING

A. How building funds are proportionately spent

B. Compensation for parents

C. Prcblem of petty cash fund

D. Allotments based on previous enrollments

E. Lack of adequate budgeting--system-wide, area, local

F. Need for additional allocations

G. Lack of reward system

IV. COMMUNICATION

A. Lack of articulation between elementary and secondary levels

B. Ineffective communication with parents

C. Coordination with junior high schools with elementary feeder schools in relation to curriculum, inter-visitations, and prcblems

D. Lack of communication between central office and field; between School Board and Union

E. Ineffective dissemination of information to staff

F. Daily dissemination of information to staff

G. Information concerning what Model School Division has and is doing

H. Reluctance of all levels to listen

I. Building a system of accountability: authority should be equal to accountability; salaries and ratings should not be "tied in" with accountability of teachers; accountability on top and local levels of operation to get priority set and solutions resolved

J. Communication between central office and field be more effective; central office not involved in field

K. Dr. Scott should talk to teachers with principals in clusters

L. Lack of communication between colleges and schools

M. Lack of coordination in requests for reports to central office; overlapping and duplication of statistical and clerical reports due

N. No mechanism for getting through to central office (need decentralized central office decision-making)

O. Lack of coordination of directives

P. Problem of having to understand problems of others

Q. Inequities in department directions

R. Problem of direction for responding to children's needs being at building level or department level

S. Lack of coordination among departments

T. Newspaper propaganda versus school propaganda

U. Identify behaviors· how they affect others

V. Lack of administrative directions (dress code for teachers)

W. No procedures for suspension of children

X. Telephone system

V. ATTITUDES

A. Negative attitudes of administrative and teaching staff

B. Insecurity

C. Apathy on part of parents

D. Attitudinal indoctrination

E. Feelings of utter frustration

F. Professional inertia (resistance to change)

G. Lack of rapport with entire staff

H. Tense relationships between resident specialists and classroom teachers (specialists don't feel themselves a part of the team)

I. Need positive thinking

J. Morale of teachers low

K. Apathy on part of parents transferred to students

VI. WASHINGTON TEACHERS UNION

A. Union making demands, yet principals not given support to carry out demands (Example: report card situation of last year; extra clerical work, yet no additional office help allocated)

B. Union intervention

C. Petty complaints from Union members

D. Union (need for "go" on Clark Plan)

E. Union contract (restrictive clauses)

VII. CLASSROOM ORGANIZATION

A. Heterogeneous Grouping

1. Lack of continuity from grade to grade
2. Need for homogeneous grouping for reading
3. Need techniques for teaching the heterogenity of children
4. Heterogeneous grouping with only basic texts
5. Skills development grouping versus organization
6. Wide range of ability in classes
7. Lack of consideration for stages of child development
8. Teachers feel inadequate in the area of heterogeneous grouping
9. Children: Learning styles different
10. Negative attitudes of teachers, children, and parents toward heterogeneous grouping
11. Too many reading levels within one classroom irregardless of Clark Plan philosophy of heterogenity; we need to know how to deal with this situation and to explore new ways

B. Curriculum Programs

1. Reading is not recognized as a part of all teaching; secondary teachers not prepared to teach reading
2. Limited organizational plans and procedures
3. What makes the year different from another year?
4. Need for standards for entry to secondary level
5. Fragmented programs of special subject-matter areas; i.e., reading, speech, etc.
6. Need for curriculum adjustment for reading on the secondary level
7. How to give emphasis on reading and mathematics skills in all content areas

8. Lack of skills for individualizing instruction

9. Adjustments in junior high curriculum to have reading mandatory, yet not for other critical areas, such as English

10. Lack of teachers' ability to correlate reading and mathematics with all subject areas; lack of special teachers ability to relate reading and mathematics to their area (all in-service courses free)

11. Secondary teachers not aware that teaching of reading per se does not stop once children reach junior high, but it continues in content field

12. Nothing has been done to take advantage of the organization and breakdown suggested in Superintendent's Circular #49 (decentralization might lead to articulation between elementary and junior high; visitation of junior high teacher to elementary schools to see mathematics and reading taught.

FORCE-FIELD ANALYSES

THE FORCE-FIELD ANALYSES

After viewing the commonalities of problems from other groups, each individual group formulated a goal. The goal was to be the foremost one which would aide in the achievement of the implementation of the Minimum Essentials of Mathematics and Reading.

These goals were used in a Force-Field Analysis (a mechanism for looking at forces working for (+) or against (-) the attainment of proposed goals). The negative factors were scaled in the following manner:

1 2 3 4 5
weakest strongest

Those that were given the highest ratings were chosen for the first consideration. This led each group to come up with recommendations for future action.

* * * * * * * * * * * * * * * * * * * *

Problem: What are the barriers which keep us from providing effective in-service training for teachers?

+		-
Human resources	P	Lack of time; back-up salary
	R	
Mobe Team	O	Parent involvement too limited
	V	
Some usable hardward and software	I	Hardware insufficient in supply; inacccssible when needed
	D	
	I	
Commitment on part of principal and most teachers	N	Insufficient amount of instructional materials
	G	
Reduced classroom sizes (elementary)	T	Unavailability of para-professionals
	R	
	A	
Off-campus, on-site courses for teachers (in-service)	I	University services utilized in all geographic areas
	N	
	I	
Educational TV	N	Communication (community, inter-building, central administration, local)
	G	
Abundance of resources		
Parental support		Team role not clearly defined (Spingarn unit)

+		-
Project 400	PROVIDING INSERVICE TRAINING FOR TEACHERS	Lack of available resource utilization
Urban Service Corps		Theft and replacement
College aides		Space
Some workshops		System recognizes in-service as a need, but does not provide for it
Area instructional labs		Willingness on part of staff to participate
Grade level meetings		Lack of aides
Physical plant		No clear set of priorities when setting up in-service programs
Unity of direction of staff		Lack of communication concerning available resources
Scheduling of special teachers		Insufficient number of people
Proposal writing		Factors affecting assignment of resources
Career development		Purchasing procedures ineffective
Some competent teachers to serve as leaders		Delivery inefficient
Some parent involvement		Inadequate security
Instructional materials		Teachers not trained for use of equipment
Para-professionals		Lack of any support from community
Space		Apathy from some teachers
Some have begun in-service training		Some still in planning stages of in-service training
Positive attitudes of teachers		

+		-
	I N S	Limited decision-making power (must wait to get word)
	E R V	Union contract (clauses related to meetings)
	I C E	Present administrative organization (centralized beauracracy)
		Not utilizing educational TV
		Lack of incentive awards (free courses, free credit for 15 hours and above)
		Inequities of resources (programs, etc.)

* * * * * * * * * * * * * * * * * * *

Problem: To develop a process of communication which enforces, re-enforces, energies and motivates positive attitudes and thinking toward the successful implementation and operation of a program

+		-
Workshops with principals	C O	Each specialist teacher is exclusively concerned with own interests
Resource teachers	M M	
Known policy from Board and Superintendent	U N	Lack of commitment to total program
Mechanism for input from field (Advisory Committee)	I C A	Lack of follow-through
	T	Togetherness (common spelling out and speaking out)
Daily mail delivery and pickup system	I O	
	N	Tone
Once a month coffee hour for building personnel (a.m.)		Effectivity
Rapport with total staff		Avenues to field
		Timing (sequence)

* *

Problem: What are the barriers which prevent us from achieving the goal of improving teacher competency and providing effective learning situations?

+		-
Mobe Team workshops	E	Pupil Personnel services limited
Resource teacher attitudes	F	Materials limited
Some dedicated teachers	E	P. P. S. follow-up not meaningful
Resource people (resident)	C	Lack of facilities for special children (crisis, home, vocational)
Pupil personnel services	T	Lack of social workers
Materials	I	Lack of communication between special educators and elementary
Good principals; strong, beautiful children	V	Unwise use of expenditures
Counselors	E	Union contract (restrictive clauses)
Lower pupil ratio	L	Central office not involved
Better textbooks	E	Security
Dedicated parents	A	Lack of coordinated program
Elimination of P. T. classes	R	Lack of support for principal: no adequate decision-making power
Extension of school	N	Inadequate supervision
School library and staff	I	No release time for buildings
Pilot Team (Building and Grounds)	N	Substitutes
	G	In-service and pre-service training
	S	
	I	
	T	
	A	
	T	
	I	
	O	
	N	
	S	
	T	
	C	
	H	
	R	
	C	
	O	
	M	
	P	
	E	
	T	
	E	
	N	
	C	
	Y	

+		-
	L E A R N I N G S I T U A T I O N S	Lack of trained para-professionals
		Relationship between Board and Union
		Assignment of teachers based on race
		Negative attitude of some school personnel
		Mandatory programs without input from principals and teachers
		Work load too great
		Insufficient resource personnel
		Insufficient allotments ($)
		Lack of rewards (recognition)
		Space

* * * * * * * * * * * * * * * * * * * *

Problem: Rapport between staff and Washington Teachers Union

+		-
Personnel	W	Student respect
Concerned people	T	S.O.P. (What can we put our hands on to cope with this?)
Board of Education	U	Lack of support (feeling of being alone; keeping lid on)
		Check on S.O.P. and balances
		"Inside jobs" (security)
		Hiring policies (parent and community involvement)
		Board of Education: firing policies; moving around of incompetencies

* *

Problem: Implementation of Clark Plan

+		-
Personnel		Downtown: absorption of building needs for resource people instead of individual negotiation by principal
Clark Plan; testing; remedial development		No regrouping (no direction, only constraints)
Clark Plan supports versatile program (building situations)		Heterogeneous grouping; staff differentiation
Parent support		Deal; Francis
Building schedule for Clark Plan		Second and third grade level to coaching class and be returned to regular class based on scores
Counselors meeting (testing); could be released		No freedom spelled out for instructional follow-up of tests
Elementary teachers not waiting, Clark asserts		Mobilization Team started already
Dedicated teachers		Confusion on central administration stand
Mobilization Team		Position defined
Know what input is necessary		No additional staff
Attitudinal roles		Budget to realize actualization
Departments involved with building needs		Union: teachers protecting image
Expendable materials re-considered in light of current emphasis in instruction		Released people and time to implement Minimum Floors
Procurement department beginning to personally check out building needs		Piecemeal communication
		Testing results utilization
		Discipline affected by range of pupils and serious learning problems

IMPLEMENTATION OF CLARK PLAN

MODELS FOR RELEASE TIME

MODELS FOR RELEASE TIME

In attempting to provide release time for an in-service training program, principals have utilized parents, tutors, resource teachers and aides to cover classes. These attempts have proven inadequate for the following reasons:

- all buildings do not have the above-mentioned resources
- it is a piecemeal operation and is unreliable

To offset this problem, principals strongly feel that release time by closing schools is the only solution.

The components of in-service training are the following:

- Group dynamics (using trained personnel)
- Skills workshops in mathematics and reading (using all available resources)

A prime concern is that departments now serve their needs rather than meeting the needs of individual buildings. It is recommended that the role of itenerant teachers be redefined and that they be rescheduled to meet the needs of the buildings rather than the needs of the departments.

The following models could be implemented city-wide or area-wide.

I. COVERING CLASSES

A. Utilize parents

B. Utilize tutors

C. Utilize business aides

D. Use resource teachers to hold classes

E. College students

F. Substitutes using teachers' educational leave

G. Use of aides to cover classes while teacher attends workshops

H. Use of community resource persons to cover classes (FCC, WTU, Urban Service Corps)

II. TIME

A. Meet at lunch time

B. Early dismissals

C. Delayed openings

D. One-half day per month

E. Day after holiday

III. WORKSHOPS

A. Sensitivity training (use Bethel trained personnel; group dynamics)

B. Use of department resources

C. In-service courses for college credit according to building needs (reading, mathematics, etc.)

D. Rescheduling of itenerant special teachers to meet the needs of buildings rather than departments

E. Voluntary workshops

F. Use Reading Mobilization Team members to conduct workshops

G. Use of audio-visual aids prepared by librarian

H. Utilize models of group dynamics that help teachers transfer skills to children

MODEL DESIGNS FOR IMPLEMENTATION

The afternoon sessions focused its group activity on using the data from the morning problem-solving exercise to develop models for temporary solution of a problem at the building level. There are many varied and innovative models, reflecting cooperative thinking to a common problem.

I. RESOURCES

A. Identify resources (human, material, facilities, and time)

B. Assessment of pupil needs pertinent to reading and mathematics (non-educational impediments; test results)

C. Assessment of teacher needs and resources--what do we have now?

D. Organization of resources in relationship to needs

1. Inter-room visitations

2. Organization of hardware (availability)

3. Utilization of people (volunteers, teacher aides, etc.)

4. Coordination and utilization of special subject matter teachers

II. IMPLEMENTATION

A. Clear conception of the Minimum Floors

B. Plan for implementation

1. Workshops

2. Meetings

3. Consultants

4. Teachers

5. Inter-visitations

C. Union sanction

D. Presentation of plan to Advisory Council (building level) and Mobe TEams

E. Presentation of overall plan to faculty

III. TRAINING

A. In-service training for teachers to help them meet the needs of buildings

B. Meeting design for Teams as to place, time, date, nature

C. A meeting design for subject-matter areas for junior high

D. A design for cross-area meetings

E. Design for Mobe Team input into individual classrooms

F. Assess who and what can help us to satisfy needs

MAJOR RECOMMENDATIONS

MAJOR RECOMMENDATIONS

I. RESOURCES

A. Material

1. Improved delivery service of materials; not responsibility of principals
2. New procedures for ordering
3. Basic standards of equipment
4. Adequate maintenance supplies

B. Human

1. Make arrangements for those children who need a "special" type of environment not available in a regular classroom
2. Identify local resources to meet needs
3. Supervisors and reading teachers to teach lessons for teachers
4. Grade chairman meeting; chairman used to disseminate information
5. Make in-service training mandatory contigent upon certification
6. Redefinition of roles regardless of job description and specialization; lend the individual talent in one concerted pool of action toward improving reading and mathematics
7. Principal support--need for master teacher, day differential, assistant principal
8. Building list of para-professional who will work for 15 half-days
9. Careful screening of teachers
10. Procedure for reprimanding incompetent teachers

11. Early dismissal; delayed openings; extended holidays; half-day release per month; Saturday workshops with stipends; holiday courses with credit

12. Roster of persons who would hold classes

13. Resident substitute

14. Provide assistant principal for our buildings, especially where principal has two buildings

15. Resident supervisor for each building

16. Principal be involved in the selection process for personnel

17. The individual building should assess its needs and people and programs be assigned based on the needs; i.e., aides, counselors, resource teachers

18. Provide ample time for staff to plan programs before implementation

19. Principals need a voice

20. Before Board makes a decision, involve teachers and principal

21. Teacher Institute days

22. Parent hold classes with pay

23. Special teachers hold classes to free teachers

24. Special teachers hold large group meetings

25. Organize to free a reading resource teacher

26. College seniors to free teachers as part of their student teaching

27. Plan in-service programs based on teacher needs

28. Grade level meetings during planning time

29. Innovation Teams in each cluster

30. Delete meager responsibility from principal which consume large amounts of time (going for checks and supplies, etc.)

31. Better method for contacting substitutes; employ para-professionals as substitutes

32. Use of aides

33. Use resource teachers to provide educational activities for a large group

34. Schedule resource teachers at grade level

35. Peer evaluation

36. Authority to utilize building talent to implement programs

II. IMPLEMENTATION OF CLARK PLAN

A. Specific interpretation of Clark Plan for all

B. Allow existing programs in individual buildings which are not necessarily in concert with the Clark Plan

C. Interpret test results at grade levels

D. Delay Cycle II

E. No test in January

F. This year should be used for planning; implementation take place in September, 1971

G. Clark Plan brought problems to light

H. One school officer to be responsible for releasing information about Reading Achievement Program

I. Information workshop for teachers about Clark philosophy; send out survey sheet for questions

J. Organize Mobe meetings to utilize specialists not assigned permanently to your building

K. A task force (36 members) should be permitted to look through proposal thoroughly, make its recommendations to Superintendent, then share with administration

III. FUNDING

A. Funding should be made available for "released time" for in-service training

B. Training of and stipend for parents; provision for younger children so parents can become involved in school activities

C. Principals should be paid increase in order to maintain quality

D. Summer should be used more wisely for in-service training--stipend, credit

E. Reward system

F. A group of trained business people to spend existing funds more wisely; set up general overhauling of our fiscal resources

G. Each building should have a separate budget

IV. COMMUNICATION

A. Tape sessions

B. Provide Superintendent with feedback of operating programs in building

C. Have proposals written to meet teacher needs in in-service programs during summer (start now)

D. Utilize bulletin to fullest to allow staff development time at faculty meeting time

E. Take advantage of mid-year break to plan for freeing teachers, etc. to see schools operate, coordinating Mobe Teams, etc.

F. Have a neutral area for teachers to assemble to explore literature and ideas of other schools and share ideas and common problems

G. Grade level meetings

H. Spend a day with Superintendent and Board

I. System should be decentralized

J. Building reassess needs in January and reorganize for second semester in view of these needs (grouping)

K. Position paper about concerns

L. Superintendent talk to teachers in small clusters

M. Model School Division to prepare a visitation list based on existing programs

N. Monthly grade level meeting; P.T.A. during the day to let children demonstrate some things they have achieved; teachers discuss with parents what and why

O. Representative body of principals to meet with Superintendent to clarify role of special teachers in teaching of reading

P. Departments should be made accountable for full cooperation and coordination at building levels

Q. Information concerning personnel needs to be circulated throughout central administration

R. There should be a model that makes each department, central office, principal, and teacher accountable to each other

V. CLASSROOM ORGANIZATION

A. Make class profile; assess childrens' needs; plan instructional program

B. Workshop to determine alternative model for grouping

C. Pupil personnel: standards set for elementary teachers

APPENDIX M

Cycle II

December 1970

FEEDBACK

from

IN-DEPTH WORKSHOPS FOR PRINCIPALS

December 2, 3, 7, 8, 9, 10, 1970

Follow-Through Committee
December 14, 1970

CYCLE II

HOW DO YOU FEEL ABOUT YOUR EXPERIENCES TODAY?

1. Could have been more helpful
2. Too much
3. Math, extremely helpful
4. Math, not too helpful
5. Mind divided between sessions and class at school
6. Surprisingly meaningful
7. Happily rather structured
8. Helpful
9. Motivated
10. Stimulating at intervals
11. Repetitive
12. Math gave suggestions for working of teams
13. Reading gave subject matter
14. Departments autonomous and not as effective because of lack of coordination
15. Utilize Team approaches and models that are transferrable to our staff
16. Reading session well planned and interesting
17. Whole school staff should participate
18. Math fantastic
19. Junior highs need homogenous grouping in math and English
20. Too little for reading
21. Too little time
22. Strategies to motivate junior high school students
23. Most informative
24. Exchange of ideas has opened new areas of approach
25. Very good
26. Fruitful
27. Reading groups excellent
28. Rewarding
29. Practical
30. Fine
31. Excellent
32. Beneficial in some areas
33. Edifying
34. Contributions valid
35. Specific
36. Satisfactory
37. Valuable
38. Enlightening and challenging ideas
39. No knowledge of Cycle I
40. Functional

41. Inspired and encouraged
42. Practical ideas advanced
43. Help clarify roles
44. Communication was excellent; presentation was stimulating
45. The presence of three of us allowed us to do corporate thinking and concrete planning
46. The information received will give meaningful direction to our programs in the building; more time and to reading at the junior high level
47. The confusion is lifting; I have a little more direction at this point and feel I have something concrete to say to my staff.
48. Gratified, refreshed, motivated and anxious for released staff time to make efficient use of knowledge gained
49. I would have preferred for all the faculty to have participated
50. Not necessary for me to attend
51. Surprised at attendance and the amount of input
52. Varied approaches to reading made meeting interesting
53. Helpful in developing programs in secondary schools
54. Clarified some pre-conceived ideas
55. Motivation techniques for junior high readers

HOW DO YOU SEE YOUR TEAM TRANSFERRING THE EXPERIENCES OF CYCLE II AT THE BUILDING LEVEL?

1. Faculty meetings
2. Reading Team functioning
3. Math operational
4. Can be done effectively
5. Team not ready to take this leadership
6. Bulletins
7. Work with principals
8. Good to excellent feedback
9. Lecture presentations are boring
10. Lunchtime
11. Grade level meeting
12. Workshop
13. Department meetings
14. Specific directions given
15. Demonstrations
16. Can transfer ideas adequately; not after 3:00
17. Provided stimulus
18. Parent involvement
19. Equipped the Team to do a more effective job
20. Team meetings
21. Undecided

22. Received insights
23. Lunch meeting
24. Area workshops
25. Inter-class demonstrations
26. Conferences
27. Use same Cycle II format in school

IN WHAT AREAS WILL YOU NEED FURTHER HELP? PLEASE BE SPECIFIC

a. Organization and Function of Mobe Team

1. Time
2. Adequate personnel
3. Resource people from English, reading, math
4. More leadership development
5. Release Team: chairman, full-time
6. Floating substitutes
7. Inservice training
8. Not a need at this time
9. Release time
10. Prepare student profiles for 1200 children
11. Materials
12. Aides
13. Aid in getting Team together
14. Handling Mobe Teams without release time
15. Small groups
16. Clarification of roles
17. More equipment
18. Hard to determine at this time
19. Difficulty in getting whole Team together
20. Carry forth workshops
21. Emphasis on roles of the librarian and counselor
22. Encourage Mobe Teams to move ahead without word from the administration
23. Assessing outside resources as to availability to building team help by specialists

b. Interpretation and Use of Test Scores and Other Diagnostic Techniques

1. Time
2. Well done and thought provoking
3. Good shape
4. Form for compilation of class lists
5. Upgrade skills and learning
6. Tesing department for in-depth information

7. All disciplines need to be made aware of reading and what student profiles mean
8. Reading tests items similar to math
9. More specific on how to involve parents
10. More assistance from math and reading specialists
11. Counselors seem to handle this pretty well
12. Easy to understand
13. Excellent interpretation of test
14. Working in this area
15. Techniques for getting information to parents and children
16. Workshops
17. Encourage use of available materials
18. Information from reading clinic and pupil personnel to help in diagnosing
19. Devising grade level diagnostic tests

c. Strategies for Handling Heterogeneous Grouping

1. Learning packets
2. There is a need
3. New strategies will be considered
4. Need help in changing teachers attitudes toward their role and their students
5. Few given in math
6. Inservice training for all (teachers and administrators)
7. Emotional and mental needs have to be met
8. Instructional labs
9. Use other resources; i.e., MIND teacher, counselor
10. Exposure to commercially prepared individualized programs in reading and math
11. Experts to handle workshops in each school
12. Workshop
13. HELP
14. Official support
15. Demonstrations
16. Observations
17. Release time
18. Buy materials on open market
19. Have teachers enroll in classes
20. Individualizing skills for all children
21. Slow and fast children
22. Help in heterogeneous grouping
23. Placement for children who are not normal in the strictest sense of the word

d. Techniques for Skill-Building in Reading and Mathematics

1. Inservice workshops
2. Teachers fail to follow through
3. Release time
4. Transmitted through reading and math teams
5. Specific techniques
6. Overlapping in math
7. Too much attempted in reading
8. Schedule specialists to demonstrate
9. Never closed to new ideas
10. Tricks of the trade techniques disseminated
11. Gaining enough time daily for each child to be reached
12. Motivation techniques for junior high non-readers
13. Demonstrations
14. Good
15. Specialists to relate materials
16. Compile resources
17. Assistance needed
18. Additional supervisory help at all levels
19. Clerical assistance needed for teachers
20. Need help in reading in content areas
21. Materials

e. Other

1. Supplies
2. Release time
3. Specific information was given (Math)
4. Books
5. Teacher aides
6. Reading all day
7. Math all day
8. Workshop to assess how information was used
9. Reading clinic personnel to have workshops
10. Resource teachers should have defined functions in workshop
11. Heard from other schools that have been successful
12. Go back to teacher-training institutions
13. Additional educational materials
14. Implement information
15. Full-time assignments (reading, science, librarian, art, music)
16. Paraprofessionals for Mobe Team and all teachers